

## Reading End of Year 1

- Identify which words appear again and again.
- Recognise and join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said and done.
- Read aloud with pace and expression, i.e. pause at full stop; raise voice for question.
- Recognise:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
  - ellipsis
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and non-fiction texts.


## Reading End of Year 2

- Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes and events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognise:
  - commas in lists
  - apostrophe of omission and possession (singular noun)
- Identify past/present tense and why the writer has used a tense.
- Use content and index to locate information.

**These expectations are the minimum requirements your child must meet in order to ensure continued progress throughout the following year.**

**Reading is the essential key element to succeeding in everything else.**

**There are 44 phoneme/graphemes (sounds and visual representation of letters), which the children learn and are then taught to blend together to make words.**



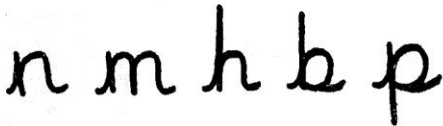
i l t u

2 o'clock's



c a d g q s

Tunnel letters



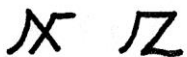
n m h b p

Top joiners



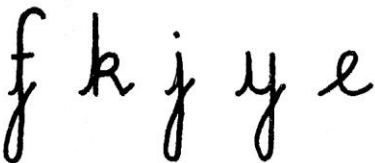
o r v w

Square letters



x z

Odd letters



f k j y e

NB. For lower case letters the pencil must always start on the line. Only take your pencil off to dot 'i's and cross 't's etc.

For capital letters always start from the top of the letter.

Never join a capital letters to lower case letters.

Mastering a good handwriting style is important. We teach cursive. The flow of the handwriting helps embed spellings into the memory. It also speeds up writing, which helps when trying to retain thoughts and ideas and getting them down on paper.

## Writing End of Year 1

- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative *[as introduction to paragraphs]*.
- Use correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.

**These expectations are the minimum requirements your child must meet in order to ensure continued progress throughout the following year.**

**Children practise writing both Fiction and Non-fiction styles of writing such as fairy tales, myths/legends, letters, poetry, invitations, instructions, recount/report etc. Each have specific features, some unique to that style of writing.**

## Writing End of Year 2

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct and consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters correct size relative to one another.
- Show evidence of diagonal and horizontal strokes to join handwriting.



Written by Ruth Miskin

**How and what do the children learn?**

## **READING**

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- after meaningful discussion led by an adult children show that they comprehend the stories by answering questions

## **WRITING**

The children:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme
- compose a range of texts using discussion prompts

## **TALKING**

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons.

They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking to each other

We teach writing using a combination of methods, one of which is Read Write Inc.

Grammar and punctuation is taught discretely as well as incidentally when it occurs in context.



He worked as a teacher, Head Teacher, lecturer and OFSTED inspector, Pie is also a prolific author and a poet. He is the author of *Oxford Reading Tree Stories for Writing*.

<https://global.oup.com/education/content/primary/experts/pie-corbett/?region=international>

These clips can be found on our e-schools site. Follow links for Parents, How to help my child, How to help my child write.



Talk for writing



Pie Corbett – Developing writing skills and teaching grammar

# Learn the story!

**Imitation**

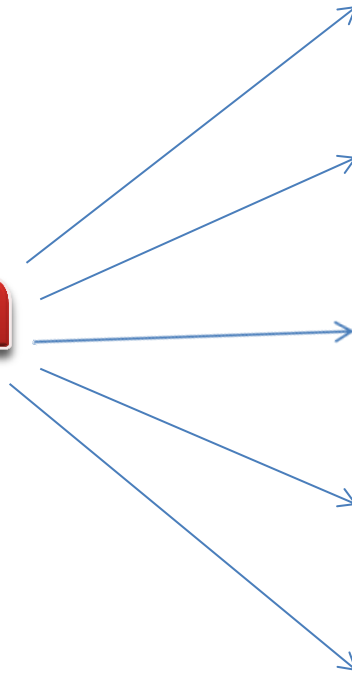
Read the story

Talk about the story

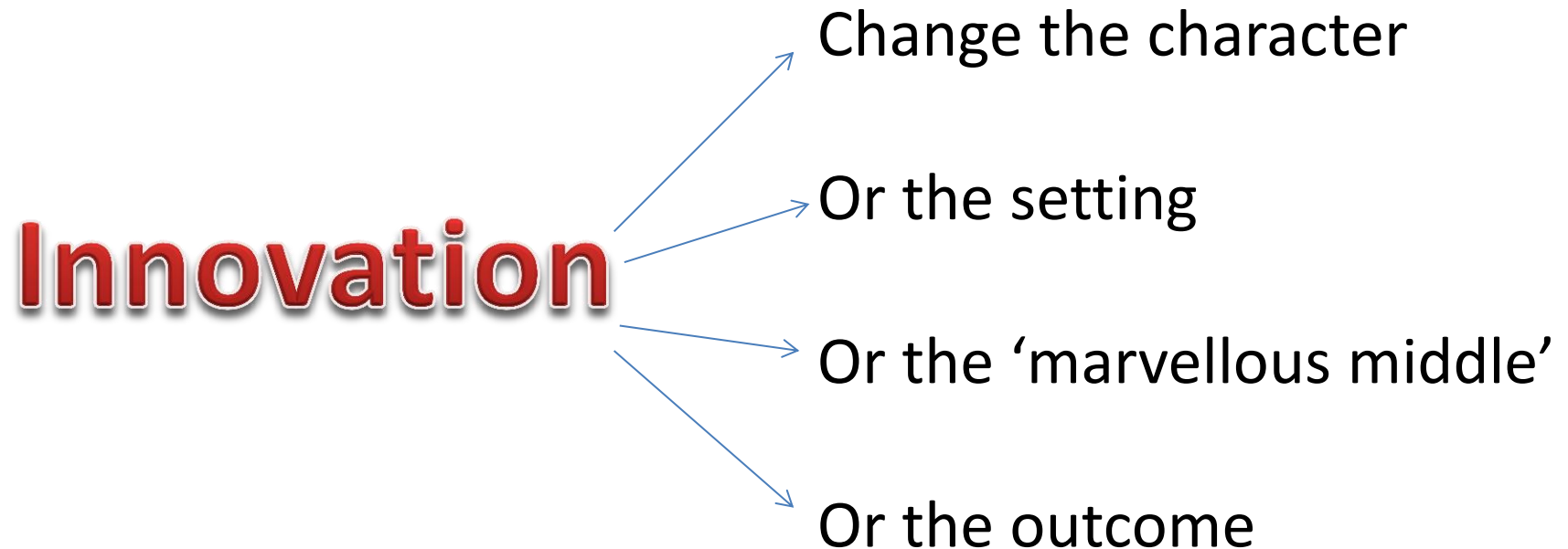
Draw the story (story map)

Recite the story

Perform the story



# Create something new!



# Writing their own story!

## **Independent application**



Go back to story map

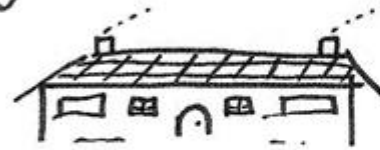
Shared writing (model first paragraph)

Finally children write independently

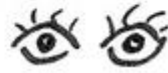


# Our trip to the Country Museum

Last week



first



Next



After that



2.

Example of story map.

1.



2.



Finally



'great'