



Year R		
Reading	Writing – purpose and process	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter–sound correspondences • Read some letter groups that each represent one sound and say sounds for them • Read a few common exception words matched to the school’s phonic programme • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment <p>ELG: Comprehension Children at the expected level of development will do the following:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>ELG: Word Reading Children at the expected level of development will do the following:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences with words with known letter– sound correspondences using a capital letter and full stop • Say a sentence before writing it • Re-read what they have written to check that it makes sense <p>ELG: Writing Children at the expected level of development will do the following:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others 	
		Writing – text structure
		<ul style="list-style-type: none"> • Write words • Write lists • Write labels • Write captions • Write a simple sentence or simple sentences e.g. based around a theme or closely linked to a story or the day’s phonics work
	Writing - grammar	
Writing – punctuation	<ul style="list-style-type: none"> • Say and write single-clause sentences • Orally rehearse the correct verb forms • Use determiners when rehearsing a sentence orally and when writing. E.g. the, a, my, an, this, his, her, some, all • Use prepositions when rehearsing a sentence orally and when writing. E.g. up, down, in, into, out, to, onto, on, under, next to 	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use finger spaces • Use capital letters • Use full stops 		
Writing – handwriting	Writing – spelling	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Begin to form capital letters • Begin to form digits 0-9 <p>ELG: Fine Motor Skills Children at the expected level of development will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; sit correctly at a table, holding a pencil comfortably and correctly.</p>	<ul style="list-style-type: none"> • Follow ‘Little Wandle – <i>Letters and Sounds Revised</i>’ scheme • Use ‘Grow The Code’ Reception grapheme mat to support independent spelling 	