

	Word Reading Applies phonic knowledge to decode word	Comprehension Reading age-appropriate texts
Beginning +	<ul style="list-style-type: none"> reads simple sentences responds with the correct sounds to known graphemes blends sounds aloud when attempting to read new words re-reads books to develop confidence uses picture clues to help when reading simple texts 	<ul style="list-style-type: none"> listens to poems, stories and non-fiction making links to own experiences demonstrates understanding when talking with others about what they have read retells key stories, fairy stories and traditional tales through role play answers questions about stories read identifies features of books, e.g. title etc. recognises predictable phrases listens to simple rhymes and poems and joins in with others when reciting them
Developing +	<ul style="list-style-type: none"> reads simple sentences with some fluency responds speedily with the correct sound to known graphemes applies phonic knowledge to decode words blends sounds in unfamiliar words containing known GPC, when reading reads known CEW begins to read words containing known GPS and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings reads words of more than one syllable that contain known GPCs on occasions begins to read words with contractions re-reads books to develop confidence and fluency uses pictures to read and understand the text 	<ul style="list-style-type: none"> listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them talks about books, using own knowledge and information provided by the teacher retells key stories, fairy stories and traditional tales orally in simple sentences joins in with predictable phrases begins to make simple inferences (from pictures, objects, stories) talks about the meaning of unfamiliar words learns to appreciate simple rhymes and recites these by heart begins to distinguish between fact and fiction notices when reading does not make sense shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher
Secure	<ul style="list-style-type: none"> reads aloud books that are consistent with developing phonic knowledge responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word reads words containing known GPS and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings reads words of more than one syllable that contain known GPCs reads words with contractions begins to take account of punctuation when reading begins to use context clues to help reading for meaning re-reads books to develop confidence, fluency and expression 	<ul style="list-style-type: none"> listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently links what they hear or read to their own experiences retells stories they have read, heard and discussed using appropriate vocabulary talks about what is read to them, taking turns and listening to others. Expresses opinions based on these explains understanding of what they have read talks about particular characteristics of different types of stories talks about the significance of the title and events makes inferences on the basis of what is read makes simple predictions learns and appreciate rhymes and poems and can recite some by heart discusses word meanings, making links to known words retells, using significant events and main points in sequence reads checking texts make sense and correcting inaccurate reading

Mastery at Year 1
Exhibits skills with confidence and independence

Year 1

Name of Child _____



	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
Beginning +	<ul style="list-style-type: none"> composes phrases and sentences orally speaks in sentences shows an awareness of how <u>full stops</u> are used in writing or reading organises writing correctly (top to bottom, left to right) writing may need some mediation 	<ul style="list-style-type: none"> sequences short narratives orally and pictorially based on real and fictional experiences says out loud what is going to be written about 	<ul style="list-style-type: none"> vc <u>words</u> cvc words (short and long vowels) words with adjacent consonants some CEW / HFW words ending ff ll ss zz ck words with the /ng/ sound (n before k) names the <u>letters</u> of the alphabet in order 	<ul style="list-style-type: none"> sits correctly at the table and holds a pencil comfortably and correctly distinguishes between lower case letters and capital letters
Developing +	<ul style="list-style-type: none"> composes phrases and sentences orally and attempts to replicate them in writing (little mediation needed) uses capital letters and full stops at times begins to use capital letters for names recognises basic <u>punctuation</u>, <u>question marks</u> and <u>exclamation marks</u> in print understands that <i>and</i> can join words and sentences 	<ul style="list-style-type: none"> begins to write short narratives based on real and fictional experiences includes a simple beginning, middle and end in writing discusses what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> words with consonant digraphs and some vowel digraphs/ trigraphs alternative vowel phonemes (/ay//ai//a_e/) new consonant spellings <i>ph</i> and <i>wh</i> words ending in -y majority of CEW / HFW begins to spell the <u>singular</u> plural of words divides words into syllables 	<ul style="list-style-type: none"> uses knowledge of handwriting 'families' to begin to form letters correctly spaces evident between words
Secure	<ul style="list-style-type: none"> writes a sentence that makes sense using capital letters and full stops uses <i>and</i> to join words and clauses sequences sentences to form short narratives uses capital letters for names of people, places, days of the week and the personal pronoun <i>I</i> begins to use question marks and exclamation marks in writing uses some descriptive language 	<ul style="list-style-type: none"> writes short narratives based on real and fictional experiences uses a simple plan (e.g. storyboard, flowchart) re-reads what has been written to check it makes sense makes simple changes to writing where suggested reads aloud own writing clearly enough to be heard by peers and the teacher 	<ul style="list-style-type: none"> compound words days of the week numbers to 20 words ending in <i>tch</i> <u>plurals</u> of nouns and verbs adding -s and -es to words verbs where no change is needed to the root word adding endings -ing -ed -er adjectives where no change is needed to the root word adding -er and -est words with the addition of the prefix <i>un-</i> Y1 CEW / HFW phonetically plausible attempts of new words 	<ul style="list-style-type: none"> begins to form lower case letters in the correct direction starting and finishing in the right place forms capital letters correctly

Mastery at Year 1

Exhibits skills with confidence and independence

Year 2 Name of Child _____

	Word Reading Applies phonic knowledge to decode word	Comprehension Reading age-appropriate texts
Beginning +	<ul style="list-style-type: none"> reads aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation reads all known graphemes reads unfamiliar words containing known GPCs accurately and without needing to sound out reads accurately words that have been encountered frequently reads known CEW fluently segments words into syllables to aid decoding uses punctuation to aid reading with expression notices when reading does not make sense and attempts to self-correct 	<ul style="list-style-type: none"> listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction retells a range of story in sequence answers questions about books read and shared finds and retrieves literal information begins to ask simple questions about books read and shared recognises simple recurring language in poems and stories makes plausible predictions distinguishes between fact and fiction shows some awareness of text features
Developing +	<ul style="list-style-type: none"> reads aloud books closely matched to phonic knowledge, accurately building unfamiliar words without prompting reads familiar words without overt sounding and blending reads words of 2 or more syllables reads CEW fluently taking note of unusual correspondences between spelling and sounds and where these occur in words uses punctuation to read with increased expression notices when reading does not make sense and self-corrects 	<ul style="list-style-type: none"> asks and answers questions about books read and shared makes simple inferences using evidence from the text talks about new vocabulary and offers suggestions about the meaning based on the context discusses favourite words and phrases explains how items of information are related and discusses sequence of events makes plausible predictions, using evidence from the text begins to skim and scan talks about how to choose a book to read
Secure	<ul style="list-style-type: none"> applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation sounds out unfamiliar words accurately, without undue hesitation automatic decoding, using phonics, is embedded and reading is fluent recognises and effortlessly decodes alternative sounds for graphemes reads accurately words of two or more syllables, containing known graphemes recognises and effortlessly decodes most CEW reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently reads words containing common suffixes reads age-appropriate texts with fluency and confidence notices when reading does not make sense and takes appropriate action begins to use expression and intonation to engage a listener, when reading aloud self-corrects and re-reads to make ensure fluency and meaning 	<ul style="list-style-type: none"> regards reading as a pleasurable activity identifies sequences of events in texts and offers simple explanations of how items of information relate to one another demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales recognises and understands the different structures of non-fiction books that have been introduced shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided constructs meaning whilst reading independently, self-correcting where the sense of the text is lost makes inferences on what has been read asks and answers questions appropriately, including those based on inference of what is said and done makes predictions on the basis of what has been read so far participates in discussions, offering opinions and explanations for these about books, poems and other materials exercises choice in selecting books

Mastery at Year 2
Exhibits skills with confidence and independence

Year 2

Name of Child _____



	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
Beginning +	<ul style="list-style-type: none"> uses coordinating conjunctions (joining words) <i>and, or, but, so</i> uses question marks and exclamation marks in writing uses simple <u>adjectives</u> for description understands and uses the terms <u>noun</u>, <u>verb</u> and adjective 	<ul style="list-style-type: none"> uses basic layout conventions in different forms of writing plans out loud what is going to be written creates simple plans to support writing makes simple changes to writing where appropriate proof-reads own writing to check for basic errors 	<ul style="list-style-type: none"> words with the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning of words words with the /r/ sound spelt <i>wr</i> at the beginning of words words with the /j/ sound spelt as <i>ge</i> and <i>dge</i> and <i>g</i> words with the /s/ sound spelt <i>c</i> before <i>e i y</i> adding <i>-ing, -ed, -er, -est, -y</i> to words ending in <i>e</i> with a consonant before it begins to select correct GPCs in spelling 	<ul style="list-style-type: none"> forms lower case letters of the correct size relative to one another
Developing +	<ul style="list-style-type: none"> begins to use subordinating conjunctions (joining words) <i>when, if, because, as</i> begins to use <u>past</u> and <u>present tense</u> correctly uses <u>commas</u> in lists uses <u>apostrophe</u> for contraction understands and uses the term <u>adverb</u> begins to use adverbs in writing 	<ul style="list-style-type: none"> develops stamina to write at increasing length writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans) considers word choice, grammar and punctuation re-reads own writing to check for sense, basic errors and meaning reads aloud writing with appropriate intonation to make meaning clear 	<ul style="list-style-type: none"> words with contractions words ending in <i>-le, -el, -al</i> and <i>-il</i> adding <i>-ies</i> to nouns and verbs ending in <i>y</i> adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it selects correct GPCs in spelling words with the <u>suffix</u> <i>-ly</i> uses <i>-ly</i> to turn adjectives into adverbs 	<ul style="list-style-type: none"> handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation
Secure	<ul style="list-style-type: none"> recognises and writes (grammatically correct) different types of sentences: <u>statements, questions, commands</u> and <u>exclamations</u> understands and uses coordinating and subordinating conjunctions to construct and extend sentences uses the past and present tense correctly throughout writing inc. the progressive form uses capital letters for proper nouns accurately uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession uses expanded <u>noun phrases</u>, adjectives and adverbs for description and specification 	<ul style="list-style-type: none"> writes narratives about personal experiences and those of others (real and fictional) writes for different purposes (including poetry) uses plans to support writing links ideas and events using strategies to create ‘flow’ evaluates the effective use of word choice, grammar and punctuation makes appropriate additions, revisions and corrections proof reads to check for errors in spelling, grammar and punctuation re-reads writing to check for correct and consistent tense evaluates writing with teachers and peers 	<ul style="list-style-type: none"> uses phonic knowledge to spell simple monosyllabic and polysyllabic words Y2 CEW / HFW spells frequently used homophones / near homophones words using the possessive apostrophe (singular nouns) adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel words with the suffixes <i>-ment, -ness, -ful</i> and <i>-less</i> words ending in <i>-tion</i> recognises own spelling errors and makes some attempt to correct these <u>compound nouns</u> 	<ul style="list-style-type: none"> words are almost always appropriately and consistently spaced in relation to the size of the letters some diagonal and horizontal strokes are used to join letters

Mastery at Year 2

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