

	Step 1	Step 2	Step 3	Step 4
Reading- Word Focus	<p>Pupils will be encouraged to look at books and other printed material with familiar people</p> <p>a) Share a book with a familiar adult b) Share a book with a familiar adult and a friend</p> <p>Pupils will be given opportunities to handle books and printed material with interest.</p> <ul style="list-style-type: none"> Choose to look at books Explore a range of books e.g. bathbooks, board books, fabric books, picture books, interactive books, photo albums <p>S4 Engage with interactive activity in partnership with an adult Develop ability to predict and anticipate familiar actions and routines</p>	<p>Pupils will be given frequent opportunities to develop an interest in books and rhymes</p> <p>a) Share a book with a familiar adult with increasing attention b) Share a book with a familiar adult and a friend with increasing attention c) Share a book with a familiar adult and a small group d) Share a book with a familiar adult in a whole group</p> <p>Pupils will be given opportunities to watch stories on the computer, listen to audio books, share books with older pupils</p> <p>a) Object image and symbol recognition b) Match similar and identical objects, images or symbols</p> <p>Pupils will experience a range of books, rhymes, or specific functional texts, and begin to be able to develop preferences and strengths</p> <p>S4 Associate key item or object with an activity e.g. coat means going outside, drinks bottle to request more Interpret familiar schedule when presented with visual representation and move symbol when activity is complete Use visuals of familiar activities or items to identify preference</p>	<p>Word focus</p> <ul style="list-style-type: none"> Pupils will be given opportunities to understand that labels (photo, symbol, word) on possessions or work indicate their own name 	<p>Pupils will be made aware of illustrations and print in books and print in the environment, both in school, and in their community</p> <p><i>Eg. Show something found in a book, Look for specific objects in a shop window, name objects in a poster, recognise that pictures in a comic tell stories</i></p> <p>Pupils will be taught to recognise familiar words and signs such as their own name, class/ school name and easily recognisable print forms such as trademarks or advertising logos</p> <p>Pupils will be taught how to handle books and printed material carefully, and to develop positive reading behaviour <i>Eg, Turn book the right way up, turn pages several at a time to find named picture, with support trace text from left to right, top to bottom</i></p> <p>Pupils will be taught that information can be relayed in the form of print, through experiencing a variety of published material, exploring meaning and function</p> <p>S5 Be supported to understand that letters, photographs and symbols convey meaning, and represent 'real' items and events Recognise that visuals and labels can be used to represent the contents of a drawer or cupboard. Use sound or action to respond to a visual or photo of an item or object e.g. sees phone, makes ringing sound in role play;</p>
Comprehension and depth of study			<p>Comprehension and breadth of study Pupils will be taught from a range of age appropriate well known or classic texts, and develop some favourite stories, rhymes, songs, poems or jingles</p> <p>Pupils will be encouraged to repeat words or phrases from familiar stories</p> <p>Pupils will be able to fill in the missing word or phrase in a known rhyme, story, or game</p> <p>S4 Engage with a range of age appropriate texts and share with a member of staff Access age appropriate functional texts such as recipes, favourite topic, non-fiction, and demonstrate awareness of content when asked Access 'reading' activities on screen</p>	<p>Pupils will be exposed to age appropriate rhyming and rhythmic activities or songs, and show an awareness of rhyme and alliteration by listening to and joining in</p> <p>Pupils will be taught repeated refrains and supported to anticipate key events and phrases in rhymes and stories, or narrative accounts relevant to own experience</p> <p>Pupils will be taught about the way in which stories and simple narratives are structured; identifying the beginning, middle and end, and to suggests how a story might end.</p> <p>Pupils will be supported to listen to stories with increasing recall, and to answer simple questions about content and detail.</p> <p>Pupils will be taught to describe the main story settings, events and principal characters</p> <p>S 5 Identify symbols and signs in their environment Develop enjoyment of age appropriate texts and use simple communication strategy to describe content e.g. boy, red, etc. Indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'</p>

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				<p>Answer simple questions about a text giving a single word answer</p> <p>S 5 Read and respond to visual timetables with assistance Develop familiarity with books, and access appropriately, turning pages, open at right page etc. Choose a book from a shelf, a cupboard, a library, and expand access to reading a range of texts such as magazines, leaflets, Respond to age appropriate images on screens</p>
Writing				
Transcription/ Spelling	<p>Pupils will be encouraged to use a variety of media to make marks with increasing control and intent</p>	<p>Pupils will be provided with opportunities to make marks in their play that have meaning to them</p> <p>S 4 Activities that develop fine motor control for increased ability to use writing implements, such as dough disco, manipulating of art tools, craft activities etc.</p>	<p>Pupils will be encouraged and supported to distinguish between the different marks they make</p> <ul style="list-style-type: none"> Using preferred method to communicate about the marks they have made 	<p>Pupils will be prompted to give meaning to the marks they make as they draw and paint</p> <p>S 5 Opportunities for developing verbal communication skills linked to familiar visuals and photographic prompts Link individual parts of spoken word with written model, such as syllables, claps, making dots on paper, or press key on electronic device when sound made etc Develop an increasing vocabulary with electronic writers or eye-gaze for writing/communicating if appropriate Begin to develop skills of holding writing tool and copying individual strokes and movements on surface, including representation of name Reflect on their own work and mark making, and recognise as their own Represent words and objects using an ICT symbol package by typing from a scripted model so they can 'read' what has been written</p>
Composition		<p>S 4 Use word/symbol banks to describe visual images or to represent written description of events and activities. Moves symbols on their timetable when it is placed</p>		<p>Pupils will be prompted to suggest meaning to the marks that they see in different places</p> <p>S 5 Encourage students to produce their own marks in or about a piece of work Encourage to complete a spoken sentence by suggesting a suitable word e.g. 'We're going to the...' [zoo, park, shop, beach, etc.] and suggest ideas for character names Create simple spoken sentences using a subject, verb and object e.g. dog chase cat, girl kicks ball, etc. and represent these using words, signs or symbols</p>

ENGLISH PLANNING GRID STEPS 5-8

	Step 5	Step 6	Step 7	Step 8
Reading				
Word focus	<p>Pupils will be taught to continue a rhyming string, and to provide examples of real words with the same ending, eg cat, bat, sat</p> <p>Pupils will be given opportunities to hear and say or sign the initial sound of simple or familiar words</p> <p>Pupils will be taught to visually match written shapes, individual letters or symbols</p> <p>Pupils will be taught to link sounds to letters, naming and sounding some letters of the alphabet <i>Points to names / words beginning with the same letter as their own name</i></p> <p>S 6 Be able to link single sounds for an increasing number of graphemes and relate a sound to a grapheme from a choice of three</p> <p>Pupils will be taught how to segment the sounds in simple words and blend them together; knowing which letters represent some of them.</p> <p>S 6 Recognise short words with similar shape and appearance Make accurate sound for individual graphemes within CVC words when supported</p> <p>Pupils will be supported to begin to read words/symbols and simple sentences</p> <p>S 6 Recognise signs/symbols in their own vocabulary and recognise labels on objects and pictures, including when these differ Locate items in environment using signs and symbols eg ladies, gents, disabled toilet Trace over/under words of text with finger when being supported to read</p> <p>Vocabulary from familiar books will be introduced into or highlighted in relevant situations to extend personal vocabulary awareness</p> <p>S6 Access a mixed range of functional text genres, including on screen, including 'reading' of own work Interpret representations and reports of current and meaningful situations, such as weather reports, simple news reports, adverts etc</p>	<p>Pupils will be taught to apply phonic knowledge and skills as the route to decode words; <i>use suggested order of familiarity as per 'letters and sounds'</i></p> <p><i>Set 1: s a t p</i> <i>Set 2: i n m d</i> <i>Set 3: g o c k</i> <i>Set 4: c k e u r</i> <i>Set 5: h b f, ff l, ll ss</i></p> <p>and respond speedily with the correct sound to graphemes (letters or groups of letters) as per suggested groupings in 'letters and sounds'</p> <p>Pupils will be supported to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read up to ten common exception words from Westfield list 1 read half common exception words from Westfield list 1</p> <p>Pupils will be taught to notice unusual correspondences between spelling and sound and where these occur in the word</p> <p>recognise and count syllables in known words</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>S7 Be supported to read words by blending sounds with known graphemes Read a few common exception words, and identify when some words are not said as they are spelt, e.g. the Read VC and CVC words containing known graphemes, e.g. at, it e.g. pot, leg</p>	<p>Pupils should be taught to:</p> <p>read all common exception words from Westfield list 1</p> <p>noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read other words of more than one syllable that contain taught GPCs (ref Westfield list 1)</p> <p>read words containing taught GPCs and –s, –es, (cross ref writing, understanding plurals)</p> <p>Step 7 Steps 4 life Use symbols and words to navigate the internet e.g. a picture of a house/home Say sounds 20+ graphemes, and recognise all the letters of the alphabet by their sound and name Relate individual letters when written in a range of fonts and cases, including handwriting</p>	<p>Pupils should be taught to</p> <p>read words containing taught GPCs and -ing, –ed, (link with speaking in correct tense)</p> <p>read up to half common exception words from Westfield list 2</p> <p>EL1.8R Read correctly words designated for Entry 1 (see Appendix)</p> <p>read accurately words of two or more syllables that contain the graphemes contained in Westfield list 2</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words to build up their fluency and confidence in word reading</p>

<p>Comprehension and breadth of study</p>	<p>Pupils will be introduced to an increasing range of books S 6 Access a range of books and text types, and engage for extended periods Discuss books and texts in a group Use information found on the cover to help interpret the likely content e.g. "Find me the book about cars" Concentrate for increasing lengths of time when 'reading' without support.</p> <p>Pupils will access books and computers to retrieve specific information, from pictures or captions S 6 Answer simple "Where is (+noun)?" 'Who?', 'What?' or 'Where?' questions about text and images. Discuss and ask questions about a narrative account, using supportive strategies if necessary eg symbols/pictures Sequence events using symbols Share something of interest that they have found in a book, leaflet, online or newspaper Use pictures/symbols to re-tell or order a narrative</p>	<p>Pupils will develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. examples: song lyrics, play scripts, teen fiction, school resourced texts, Pupils will be encouraged to link what they read or hear read to their own experiences S7 Develop increasing understanding of, and interest in reading, progressing from beginning to end, using correct terms to describe a book. This can be using symbolised versions of own composition to enable successful reading back of own work</p> <p>Pupils will be given opportunities to recognise and join in with predictable phrases S7 Follow the thread of a narrative/ letter/ e-mail, clarifying unknown words, responding to simple questions about what has been heard. Make predictions about content or next steps, and suggest missing words in context, or an appropriate word to finish a sentence</p>	<p>Pupils will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>becoming very familiar with key stories, age appropriate imaginative texts, and traditional tales, retelling them and considering their particular characteristics <i>through the use of dramatic interpretation, character profiles, film interpretation, on-line resources, popular culture, modern interpretation, attending live performances, etc.</i></p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>S7 Select texts, logos and publications that interest them when accessing the community Identify information on a noticeboard regarding leisure activities/community events Develop familiarity with personal vocabulary such as full name, days of the week, street name, task list, Access a range of functional literature such as TV guide/bus timetable Derive meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc. Use a logo to help work out what an item is, e.g. tin of beans Follow signs, words or symbols to locate where the toilets are in an unfamiliar place, e.g. shopping centre</p>	<p>Pupils will learn to appreciate rhymes and poems and to recite some by heart through focused and contextual experiences</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Eg. Produce own thesaurus/ dictionary/ glossary of terms</p>
<p>Writing</p>	<p>Step 5</p>	<p>Step 6</p>	<p>Step 7</p>	<p>Step 8</p>
<p>Transcription/ Spelling</p>	<p>Pupils will be prompted to give meaning to the marks they make as they draw, write and paint, or use a paint programme on the computer</p> <p>Pupils will be given opportunities to break the flow of speech into words, and link the spoken word with text or symbols Eg, Watch as an adult writes, and comment accordingly, group symbols and shapes to represent individual words in role play etc</p> <p>S6 Students will be encouraged to 'write' using knowledge of sounds/letter shape to produce grouped letters, ordered left to write using a variety of methods, ie handwriting, keyboard, input to symbolised package etc</p>	<p>Pupils will be supported to hear and say the initial sound in words, finding words beginning with the same letter; sorting; tallying; etc</p> <p>Pupils will link sounds to letters, naming and sounding the letters of the alphabet</p> <p>S6 Preferred method of recording will be developed to produce recognisable increasing number of graphemes, or accurate location on keyboard.</p>	<p>Pupils will be taught how to segment the sounds in simple words:</p> <p>Pupils will be taught to blend sounds together in simple words S 6 As students begin to develop awareness of grapheme/phoneme correspondence, they will be encouraged to blend written form of known phonemes to produce simple words, either through copywriting, or inputting to symbol package.</p>	<p>Pupils will be given opportunities to record labels, captions, names through preferred method</p> <p>S 7 Students will begin to produce functional texts based on their preferred recording method to communicate effectively, such as recipes, instructions, letters, e-mails, notes, lists, etc, These can be extended to include key words from individual vocabulary and aspects of Entry 1 word-lists</p> <p>Students will develop awareness of using capital letters for days of the week, names, personal pronoun etc with support When writing, students will be encouraged to use correct sentence structure, place spaces between words, space bar when typing, and include capital letters and full stops.</p>

				<p>Start to use simple conjunctions to link short sentences eg and, because, but..</p> <p>Expresses ideas using some irregular plurals</p> <p>Describes quality of an object using appropriate language, e.g. big/small</p> <p>Describes where objects are in relation to others using positional language</p> <p>Includes a noun with an adjective</p> <p>Chooses from a list of adjectives to add to their description, e.g. red hat/hot drink</p>
Composition	<p>Pupils will be exposed to activities which encourage them to continue a rhyming string such as suggesting a rhyme to complete a 'poem', communication games involving word families, etc</p> <p>Step 6 Steps 4 life</p> <p>Attempts to write words other than their name</p> <p>Makes marks, including some letters, with the intention of conveying meaning</p> <p>Expresses the conjunction 'and' when adding information during a discussion</p> <p>Expresses the conjunction 'and' when linking ideas during a discussion</p> <p>Suggests a phrase to include in their work</p> <p>Says a clause to complete a sentence that is said aloud, e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot'</p> <p>Sequences two pictures of daily events, e.g. first: eat breakfast; then: go to school</p> <p>Sequences a familiar journey in three parts, e.g. home – walk – work</p> <p>Sequences two symbols, e.g. get up then wash/breakfast then clean teeth</p> <p>Dictates a narrative for their story</p> <p>Adds simple details to another person's retelling of a story</p> <p>Separates pictures and writing</p>	<p>Step 6 Steps 4 life</p> <p>Concentrates without support for up to ten minutes</p> <p>Creates a symbol/word/picture list of shopping items needed with support</p> <p>Scribbles spontaneously when given pen and paper</p> <p>Dictates text for a purpose, e.g. a postcard</p> <p>Puts a mark on a calendar to show where they should be with prompts, e.g. a cross means at home</p> <p>Make a 'list' of what they want to do tomorrow</p> <p>Copies their name for a purpose, e.g. on a greeting card</p> <p>Identifies which signs/symbols/images represent different activities on their timetable</p> <p>Matches their name/symbol</p> <p>Matches the photo of people they know to symbols/signs of their name</p> <p>Matches a symbol to its photo/picture representation</p> <p>Picks a symbol which represents a task they wish to do</p> <p>Makes marks in response to a range of contexts, e.g. on a computer/paper in response to a visit, narrative</p> <p>Reads own writing</p> <p>Creates a book based on a theme with support, e.g. a regular journey, shopping experiences</p> <p>Demonstrates a brief interest in their own writing, e.g. looks at their writing with staff</p> <p>Points to text on the screen</p>	<p>Pupils will be able to form some clearly identifiable letters to communicate meaning and representing some sounds correctly in sequence</p> <p>Pupils will be supported to record their own name through their preferred method</p> <p>S7</p> <p>Uses a signing in book</p> <p>Creates cards for family/friends</p> <p>Creates a book of friends' phone numbers/email addresses using words/signs/symbols with support</p> <p>Uses paper or electronic means to produce information for others or themselves, e.g. a list of their favourite activities/what they are good at, a poster to show what is on the menu</p> <p>Enters simple details into a journal</p> <p>Completes their task log, e.g. at work</p> <p>Uses signs/symbols/words to update their task lists as completed</p> <p>Labels objects, e.g. in everyday use</p> <p>Picks correct sign/symbol/word to describe the day's weather</p> <p>Points out simple phrases in their environment</p> <p>Writes simple instructions with assistance, e.g. for gardening – dig, seeds /cooking – stir, mix</p>	<p>Pupils will be supported to record short sentences in meaningful contexts through preferred method</p> <p>-symwriter environments, clicker, magnetic words,</p> <p>In the course of their writing, pupils will be encouraged to identify correct tense, and appropriate form of verb</p> <p>S 7</p> <p>Students continue to develop their functional writing skills using their preferred method. This to include supported use of tenses and verb agreement</p> <p>Students can dictate longer compositions to an adult, to then be supported to transfer into suitable format for re-reading eg symbols, typeface etc</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it
Handwriting			<p>Pupils will be taught to write recognisable phonemes, linked with key topics of interest.</p> <p>Represents events/activities in signs/symbols/words</p> <p>Represents household chores in signs/symbols/words</p> <p>Represents objects in signs/symbols/words</p> <p>Represents people in signs/symbols/words</p> <p>Represents places in signs/symbols/words</p> <p>Represents clothing in signs/symbols/words</p>	<p>Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Step 7 Steps 4 life</p> <p>Holds a pencil correctly</p> <p>Writes some upper-case letters correctly</p> <p>Writes some lower-case letters correctly</p>

ENGLISH PLANNING GRID STEPS 9-12

	Step 9	Step 10	Step 11	Step 12
Reading				
Word focus	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> read <i>all</i> common exception words from Westfield list 2 read words containing taught GPCs –er and –est endings read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent <p>EL1.8R Read correctly words designated for Entry 1 (see Appendix)</p>	<p>Pupils should be taught to:</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Pupils should be taught to:</p> <p>read most words in text quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>re-read books to build up their fluency and confidence in word reading.</p> <p>read words containing common suffixes: -ing, -ly,</p> <p>EL2.7R Read correctly words designated for Entry Level 2 (see Appendix)</p>	<p>Pupils should be taught to</p> <p>read accurately words of two or more syllables that contain all taught graphemes</p> <p>EL3.8R Read correctly words designated for Entry Level 3 (see Appendix)</p> <p>EL3.11R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context, using knowledge of different word types)</p>
Comprehension and breadth of study	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>EL1.9R Read simple sentences containing one clause</p> <p>EL1.10R Understand a short piece of text on a simple subject containing one clause</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>EL2.8R Understand the main points in texts</p> <p>EL2.9 Understand organisational markers in short, straightforward texts</p>	<p>Pupils should begin to understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>EL2.11R Read and understand sentences with more than one clause</p> <p>EL2.12R Use illustrations, images and captions to locate information</p>	<p>Pupils should begin to understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>making inferences on the basis of what is being said and done</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>EL3.9R Identify, understand and extract the main points and ideas in and from texts</p> <p>EL3.10R Identify different purposes of straightforward texts</p> <p>EL3.12R Understand organisational features and use them to locate relevant information (e.g. content, index, menus, tabs and links)</p>

Writing	Step 9	Step 10	Step 11	Step 12
Transcription/ Spelling	<p>(see English Appendix 1)</p> <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> words containing each of the phonemes already taught through letters and sounds common exception words the days of the week <p>E1.15W Spell correctly words designated for Entry Level 1</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> name the letters of the alphabet: name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound <p>E1.14W Write the letters of the alphabet in sequence and in both upper and lower case</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– <p>EL2.14W Form regular plurals</p> <p>EL2.10R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)</p> <p>EL2.15W Use the first and second letters to sequence words in alphabetical order</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 <p>EL3.17W Spell correctly words designated for Entry Level 3 (see Appendix)</p> <p>EL3.14W Form irregular plurals</p> <p>EL3.16W Use the first, second and third place letters to sequence words in alphabetical order</p> <ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sequence sentences to form short narratives re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils <p>E1.16W Communicate information in words, phrases and simple sentences</p>	<p>Pupils should be given opportunities to read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Pupils should be given strategies to consider what they are going to write before beginning by planning or saying out loud what they are going to write about using a range of different approaches</p> <p>EL2.17W Communicate information using words and phrases appropriate to audience and purpose</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events <p>Pupils should be encouraged to consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>EL2.17W Communicate information using words and phrases appropriate to audience and purpose</p> <p>EL2.18W Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)</p> <p>EL2.19W Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write poetry write for different purposes make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. <p>Pupils should be taught to learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form

			<p>EL2.20W Use adjectives and simple linking words in the appropriate way</p>	<p>EL3.18W Communicate information, ideas and opinions clearly and aim an logical sequence (e.g. chronologically, by task)</p> <p>EL3.19W Write text of an appropriate level of detail ad of appropriate length (including where this is specified)</p> <p>EL3.20W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>EL3.22W Use language appropriate for purpose and audience</p>
<p>Vocabulary, grammar and punctuation</p>	<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words</p>	<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ▪ joining words and joining clauses using 'and' <p>E1.12W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p> <p>E1.13W Use lower case letters when there is no reason to use capital letters</p> <p>E1.12W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p>	<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 ▪ use the grammatical terminology in English Appendix 2 in discussing their writing <p>EL2.13W Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)</p>	<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ▪ EL3.13W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) <p>Pupils should be taught how to learn to use:</p> <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>EL3.21W Write in compound sentence and paragraphs where appropriate</p> <p>EL3.15W Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p>

Handwriting	<p>Pupils should be taught to:</p> <p>begin to form lower-case letters in the correct direction,</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>begin to form lower-case letters starting and finishing in the right place</p> <ul style="list-style-type: none"> ▪ Writes recognisable a, c, d, f, g, o q ▪ Writes recognisable m, n, r, k ▪ Writes recognisable i, l, t, b, h ▪ Writes recognisable v, w, x, z, e, s ▪ Writes recognisable y, j, p <p>E1.14W Write the letters of the alphabet in sequence and in both upper and lower case</p>	<p>Pupils should be taught to:</p> <p>form lower-case letters of the correct size relative to one another</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters.
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