

Reading and Writing Progression of skills

As we are a half form entry school, we ensure that our English provision and progression of skills is met in a variety of ways as indicated below to ensure that all our children access the full range of skills they need for their individual year group

Class One

Year Group	Year One	Year Two
Reading	<ul style="list-style-type: none">• Identify which words appear again and again.• Relate reading to own experiences.• Re-reads if reading does not make sense.• Re-tell with considerable accuracy.• Discuss significance of title & events. • Make predictions on basis of what has been read.• Make inferences on basis of what is being said & done.• Reads with pace & expression, i.e. pause at full stop; raise voice for question• Knows difference between fiction and non-fiction texts. <p><u>Implementation:</u> <i>These objectives are met within the RWI provision specifically targeted at Year One children and prepares them fully for their phonics screening.</i></p>	<ul style="list-style-type: none">• Listen, discuss and can say what they think about poems, stories and non-fiction books read.• Is able to talk about things in the order they happen and if they are connected.• Can tell you about all the different stories read• Enjoys finding out about non-fiction books and how they are set out• Can recognise simple language patterns in stories and poems.• Can discuss the meaning of words.• Is happy to tell you favourite words and phrases from reading• Can say out loud a number of poems they have learnt.• Understands the books they can read• Checks what they are reading makes sense as they read through it.• Can tell you why certain things happen in a book or why a character says the things they do.• Can answer and ask questions about what they have read• Likes to guess what happens next in a story, using what they already know has gone on before.• Takes turns to discuss and listen to others about what they have read.

	<p><i>In addition to this the children in Year One have access to a CT led guided reading session three times a week. A rota of readers is prepared to ensure that our non- home readers have access to reading at school daily.</i></p>	<ul style="list-style-type: none"> • Can explain and discuss what has happened in books that they have read or have been read to them • Can read by blending together the sounds known and can read out within a word • Can read words quickly because theyI know how to sound out • Can read words with two or three syllables • Can read words with common word endings, such as -ing and -ed • Can read a range of unusual words from our word lists • Can read most words quickly and accurately. • Can sound out unknown words without help from an adult • Can re-read books, to become better and better at reading the text <p><u>Implementation:</u></p> <p><i>These objectives are met within the Mastery English provision as Year Two are taught in a pure year group to facilitate maximum progression</i></p> <p><i>In addition to this the children in Year Two have access to a CT led guided reading session three times a week. A rota of readers is prepared to ensure that our non- home readers have access to reading at school daily.</i></p>
Writing	<ul style="list-style-type: none"> • 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. Evidence of: • Capital letters • Full stops • Question marks 	<ul style="list-style-type: none"> • Can spell words correctly by saying them out loud. • Learns new ways for spelling words which sound the same but have different meanings • Knows how to spell words that do not follow a spelling pattern • Can spell more words by using 'rules' already known • Has learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling. • Can show the difference between homophones and near-homophones in spelling

- Exclamation marks
- Use capital letters for names & personal pronoun 'I'.
- Write clearly sequenced sentences.
- Correct formation of lower case – finishing in right place.
- Correct formation of capital letters.
- Correct formation of digits.

Implementation:

These objectives are met within the RWI provision specifically targeted at Year One children and prepares them to achieve their writing objectives.

In addition to this the children in Year One have access to a range of morning tasks and writing opportunities in other subjects i.e. Religion, History, Geography and Science

Children in Year One also have access to a range of EPGS activities via use of our one line platform of [www. Spag.com](http://www.Spag.com)

- Spells words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.
- Can spell the words correctly from the Year 2 spelling list
- Can write out a sentence dictated by the teacher and use the correct punctuation
- Letters are the same size
- Is learning which letters to join up in handwriting, and which ones are best left un-joined
- Can write letters and numbers that are the right way round and the right size
- Knows where to leave spaces between words
- Is using familiar and new punctuation correctly in writing, including full stops, capital letters, exclamation marks and question marks
- Can use commas correctly when making a list of things
- Can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.
- Writes sentences which convey different meaning for different purposes
- Writes more interesting sentences by adding further detail
- Writes in the present or past tense when writing
- Can use words such as when, if, that, because, or, and or but when writing sentences.
- Can add -ness and -er to the end of a word to make new words and know some words (such as superman or whiteboard) are made by joining two different words together.
- Can add -ful and -less to words to make adjectives.
- Knows what changes happen to the meaning of words when I add -er, -est and -ly to words.
- Can write their own poems
- Like to write for different purposes

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| | | <ul style="list-style-type: none">• can write down brief descriptions about what I want to include in my writing, before I begin• Can make changes in their writing by listening to what others have to say about it.• Re-reads work to make sure it makes sense.• Checks finished work to make sure there are no mistakes in spelling, grammar or punctuation.• Can read aloud their work in a way which helps people understand it. <p><u>Implementation:</u></p> <p>These objectives are met within the Mastery English provision as Year Two are taught in a pure year group to facilitate maximum progression. EPGS skills are addressed further in online provision of Spag.com</p> <p>In addition to this the children in Year Two have access to a range of morning tasks and writing opportunities in other subjects i.e. Religion, History, Geography and Science</p> |
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