

ELG

Comprehension:

Children at the expected level of development will:

- 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

Word Reading:

Children at the expected level of development will:

- 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.

Writing:

Children at the expected level of development will:

- 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 know how to be read by others.

	Autumn	Spring	Summer
Word reading	<p>Autumn 1</p> <p>Children know how to read CV/VC/CVC words using Set 1 sounds from Read, Write, Inc program</p> <p>Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g,</p>	<p>Spring 1</p> <p>Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p>Secure blending of words with special friends (word time 1.5 and 1.6).</p> <p>Blend sounds to read words - Read short ditty stories.</p>	<p>Summer 1</p> <p>Children are taught their set 2 sounds which are: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou and oy.</p>

	<p>σ, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p> <p>Autumn 2</p> <p>Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)</p>	<p>Spring 2</p> <p>Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he</p>	<p>To recall previous common exception words and be exposed to new common exception words: your, said, your, be, are.</p> <p>Summer 2</p> <p>Children are taught their set 2 sounds which are: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou and oy.</p> <p>Children are taught to blend words containing set 2 sounds.</p> <p>Children to build speed of reading words containing set 1 sounds.</p>
Comprehension	<p>Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary. Share big books with children and encourage questioning</p> <p>Children begin to join in with popular rhymes and repeated refrains</p>	<p>Children know how to retell the beginning, middle and end of a story</p> <p>Children know how to talk about characters in different stories</p> <p>Children know how to talk about the events of a book by looking at the front cover</p> <p>Children know how to retell a story from our core texts using props independently</p> <p>Retrieval comprehension through verbal guided questioning. Expect children to use given vocabulary in appropriate context.</p>	<p>Summer 1</p> <p>Simple inference based comprehension through verbal guided questioning, verbal simple predictions, recall simple definition for given vocabulary.</p> <p>Summer 2</p>

			Simple inference based comprehension through verbal guided questioning, verbal simple predictions, recall simple definition for given vocabulary.
Writing	<p>Autumn 1</p> <p>Children are taught to write their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p> <p>Children know how to form lower case letters correctly following a letter formation guide and modelling from adults</p> <p>Autumn 2</p> <p>Recap on writing set 1 special friends: th, ch, qu, ng, nk</p>	<p>Spring 1</p> <p>Children know how to write VC/CV/CVC words independently using Set 1 sounds Children know how to write (hold) a 3 word sentence with adult support in their Red Ditty books. Recap on writing set 1 special friends: th, ch, qu, ng, nk Children are taught to write words with single-letter sounds (word time 1.1-1.4) Write dictated simple phrases with support.</p> <p>Spring 2</p> <p>Children are taught to write with special friends (word time 1.5 and 1.6). Write dictated simple phrases with finger spaces, with support.</p>	<p>Summer 1</p> <p>Children are taught to write words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7)</p> <p>To write some simple common exception words (red words).</p> <p>Write dictated simple sentences with support.</p> <p>Summer 2</p>

			<p>Children are taught to write their set 2 sounds which are: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou and oy.</p> <p>Children are taught to write words using set 2 sounds.</p> <p>To write further simple common exception words (red words).</p> <p>Write dictated simple sentence with more independence</p>
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