

Key Learning in Reading: Year 1		Key Learning in Reading: Year 2	
Word Reading		Word Reading	
<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge. 		<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 	
<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. 		<ul style="list-style-type: none"> Read frequently encountered words quickly and accurately without overt sounding and blending. 	
		<ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. 	
<ul style="list-style-type: none"> Respond speedily with the correct sound to grapheme for the 44 phonemes. 			
<ul style="list-style-type: none"> Recognise and use the different ways of pronouncing the same grapheme, e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>. 		<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. 	
<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words. Split two and three syllable words into the separate syllables to support blending for reading. 		<ul style="list-style-type: none"> Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder</i>, <i>roundabout</i>, <i>grouping</i>. 	
<ul style="list-style-type: none"> Read common exception words, noting tricky parts. 		<ul style="list-style-type: none"> Read further common exception words, noting tricky parts. 	
<ul style="list-style-type: none"> Read words containing <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> endings. 		<ul style="list-style-type: none"> Read words containing common suffixes, e.g. <i>-ness</i>, <i>-ment</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-y</i>. 	
<ul style="list-style-type: none"> Read words with contractions, e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i> and understand that the apostrophe represents the omitted letter. 			
<ul style="list-style-type: none"> Develop fluency, accuracy and confidence by re-reading books. 		<ul style="list-style-type: none"> Re-read books to build up fluency and confidence in word reading. 	
<ul style="list-style-type: none"> Read more challenging texts using phonics and common exception word recognition. 		<ul style="list-style-type: none"> Read longer and less familiar texts independently. 	
		<ul style="list-style-type: none"> Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>. 	
Comprehension		Comprehension	
Developing pleasure in reading and motivation to read		Developing pleasure in reading and motivation to read	
<ul style="list-style-type: none"> Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. 		<ul style="list-style-type: none"> Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and contemporary and classical poetry. 	
<ul style="list-style-type: none"> Relate texts to own experiences. 			
<ul style="list-style-type: none"> Recognise and join in with language patterns and repetition. 		<ul style="list-style-type: none"> Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a far away land...</i>) 	
<ul style="list-style-type: none"> Use patterns and repetition to support oral retelling e.g. fairy stories, traditional tales and stories by well-known authors. 			
<ul style="list-style-type: none"> Orally retell familiar stories in a range of contexts, e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>. 		<ul style="list-style-type: none"> Orally retell a wider range of stories, fairy tales and traditional tales. 	

Key Learning in Writing: Year 1	Key Learning in Writing: Year 2
Composition	Composition
Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. 	
<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. 	
<ul style="list-style-type: none"> Separate words with spaces. 	
<ul style="list-style-type: none"> Use punctuation to demarcate simple sentences (capital letters and full stops). 	<ul style="list-style-type: none"> Secure the use of full stops, capital letters.
<ul style="list-style-type: none"> Use capital letter for the personal pronoun <i>I</i>. 	
<ul style="list-style-type: none"> Use capital letters for names of people, places and days of the week. 	
<ul style="list-style-type: none"> Identify and use question marks and exclamation marks. 	<ul style="list-style-type: none"> Secure the use of exclamation marks and question marks.
<ul style="list-style-type: none"> Use the joining word <i>and</i> to link words and clauses. 	<ul style="list-style-type: none"> Say write and punctuate simple and compound sentences using the joining word <i>and</i>.
<ul style="list-style-type: none"> Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. 	<ul style="list-style-type: none"> Say write and punctuate simple and compound sentences using the joining words <i>but</i>, <i>so</i> and <i>or</i> (co-ordination).
	<ul style="list-style-type: none"> Use sentences with different forms: statement, question, command, exclamation.
	<ul style="list-style-type: none"> Use commas to separate items in a list.
	<ul style="list-style-type: none"> Use apostrophes for contracted forms, e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>.
	<ul style="list-style-type: none"> Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>.
	<ul style="list-style-type: none"> Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i>, e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i>
	<ul style="list-style-type: none"> Use subordination for reason using <i>because</i> and <i>if</i>, e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i>
	<ul style="list-style-type: none"> Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i>
<ul style="list-style-type: none"> Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>helping, helped, helper</i> 	<ul style="list-style-type: none"> Select, generate and effectively use verbs.
	<ul style="list-style-type: none"> Explore the progressive form of verbs in the present tense, (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress.
	<ul style="list-style-type: none"> Use past tense for narrative, recounts and historical reports.
	<ul style="list-style-type: none"> Use present tense for non-chronological reports and persuasive adverts.
<ul style="list-style-type: none"> Make singular nouns plural using <i>s</i> and <i>es</i>, e.g. <i>dog, dogs; wish, wishes</i>. 	<ul style="list-style-type: none"> Select, generate and effectively use nouns.
	<ul style="list-style-type: none"> Add suffixes <i>ness</i> and <i>er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>.
	<ul style="list-style-type: none"> Create compound words using nouns, e.g. <i>whiteboard and football</i>
	<ul style="list-style-type: none"> Select, generate and effectively use adjectives.