

English Programmes of Study



I reread books so that I become a better reader.

I can read books aloud using my phonic knowledge.

I can read the longer words in my word list.

I can read words with contractions and understand that the apostrophe represents the missing letter (s).

I can read words ending in -s, -es, -ing, -ed, -er, and -est.

I can read some unusual words.

I read accurately by blending sounds in unfamiliar words.

I quickly read my given letters or groups of letters.

I can read words by breaking them down into sounds.

I can take part in discussion.

I can predict what might happen on the basis of what has been read so far.

I can make guesses on the basis of what is being said and done.

I can discuss the significance of the title and events in a book.

I can check that the text makes sense to me as I read and correct inaccurate reading.

I can discuss word meanings, linking new meanings to those already known.

I appreciate rhymes and poems, and can recite some by heart.

I can recognise and join in with predictable phrases.

I have become familiar with key stories, retelling them and considering their particular characteristics.

I can develop my reading skills by listening to and discussing a wide range of texts at a level beyond that at which I can read independently.

From memory I can write simple sentences that have been said to me.

I can add -ing, -ed, -er and -est where no change is needed in the spelling of root words.

I can use the prefix 'un'.

I can use the spelling rule for adding -s or -es.

I can add prefixes and suffixes.

I know some sounds can be spelled in different ways using different letters.

I can name the letters of the alphabet in order.

I can spell the days of the week.

I can spell words that don't follow common rules.

I can spell my word list accurately.

I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and can practise these.

I can form the digits 0 to 9.

I can form capital letters.

I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place.

When writing I sit correctly at a table, holding a pencil comfortably and correctly.

I can read aloud my writing clearly enough to be heard by my friends and my teacher.

I can discuss what I have written with my teacher or my friends.

I check my sentences make sense by re-reading them.

I can write a text by thinking of a list of sentences in the order I need.

I can write sentences by saying a sentence orally before I write it.

I can write sentences by saying out loud what I am going to write about.

I know how adding 'un' to the start of some words changes it to the opposite meaning.

I can add endings such as -ing and -ed to words to make new words.

I can make words mean more than one object by adding -s or -es.

I use the correct grammatical words when discussing my writing.

I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

I can add together two phrases using 'and'.

I leave spaces between words.

I can spell compound words such as 'football'.

I can use the prefix 'un' for words such as 'unhappy'.

I use 'ph' and 'wh' for words such as 'dolphin' and 'when'.

I can spell words ending in 'y' (happy, party).

I can use the correct vowel digraphs and trigraphs.

I can add the endings -ing, -ed, -er and -est to verbs where no change is needed to the root word.

I can add 's', 'es' to words to make the plural.

I can use the 'v' sound at the end of words such as 'have'.

I can use the 'tch' sound for words such as 'catch'.

I can divide words into syllables even when the vowel sound is unclear.

I can use the 'n' sound spelt 'n' before 'k' (bank, think).

I can use the sounds f/l/s/ z and k spelt ff, ll, ss, zz and k (off, well miss, buzz, back).

Reading Words

Reading Comprehension

Writing Transcription

Handwriting

Writing Composition

Vocabulary, Grammar & Punctuation

Spellings

English Programmes of Study



I can read aloud books closely matched to my phonic knowledge, sounding out unfamiliar words accurately.

I can read most words quickly and accurately without over sounding and blending.

I can read words containing common suffixes.

I can read words which don't follow common rules noting unusual links between spelling and sound and where these occur in the word.

I can read accurately words of two or more syllables that contain the same grapheme.

I read accurately by blending the sounds in words that contain the graphemes I know especially recognising alternative sounds for graphemes.

I can read quickly by sounding out parts of the word.

I am building on the number of poems I know by heart.

I can predict what might happen on the basis of what has been read so far.

I can make inferences on the basis of what is being said and done.

I check that the text makes sense and correct inaccurate reading.

I can discuss my favourite words and phrases.

I can discuss and clarify the meanings of new words.

I recognising simple repeating literary language in stories and poetry.

I enjoy finding out about non-fiction books and how they are set out.

I am becoming increasingly familiar with a wider range of stories which I can retell.

I can discuss the sequence of events in books and how information is related.

I develop my reading skills by listening to and discussing a wide range of texts at a level beyond my independent level.

I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.

I can distinguishing between homophones and near-homophones.

I can use the possessive apostrophe for example 'the dog's bone'.

I am learning to spell more words with contracted forms.

I can spell words that don't follow common rules.

I am learning new ways for spelling words which sound the same but have different meanings.

I am learning to spell words by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

I use spacing between words that reflects the size of the letters.

I write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

I have started using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

I form lower-case letters of the correct size relative to one another.

I can read aloud what I have written and make the meaning clear.

I reread my work to make sure my writing makes sense.

I can evaluate my writing with others.

I can write down ideas and/or key words, including new vocabulary.

I can plan out loud what I am going to write about.

I can write for different purposes.

I can write poetry.

I can write about real events.

I have developed a positive attitude towards and stamina for writing by writing a range of texts.

I can use co-ordination (using or, and or but).

I can use subordination (using when, if, that, or because).

I write in a consistent tense.

I can add more detail to describe and specify (for example, the bright, green caterpillar).

I can write sentences with different forms such as statements, questions, exclamations and commands.

I am learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possession.

I can spell homophones.

I can write words ending in 'tion' such as 'motion'.

I can use the possessive apostrophe such as 'her's'.

I can use contractions such as 'can't and couldn't'.

I can use the suffixes -ment, -ness, -ful, -less, and -ly.

I can spell the 'i' sound spelt -'ey' such as monkey.

I can add -er, -ing, -er, -ed and est to root words.

I can add -es to nouns and verbs ending in 'y' such as fly to flies.

I can spell the 'l' 'le' and 'al' sounds such as 'table' 'camel' and 'metal'.

I can write the 'r' sound spelt 'wr' at the beginning of words such as 'write'.

I can write words with the 'n' sound spelt as 'kn' such as 'knock'.

I can write words with the 's' sound spelt as 'c' before e, i and y.

I can write sounds spelt as 'ge' or 'dge' at the end of words such as huge and badge.

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