

Expectations

It is expected that children are able to:

<u>Communication</u>	<u>Reading</u>	<u>Writing</u>
<p><u>Listening carefully and understanding</u></p> <ul style="list-style-type: none"> Sift information and focus on the important points <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Identify homophones Suggest words or phrases appropriate to the topic being discussed <p><u>Speaking</u></p> <ul style="list-style-type: none"> Identify syllables within words <p><u>Story Telling</u></p> <ul style="list-style-type: none"> Ensure stories have a setting, plot and a sequence of events Give just enough detail to keep the audience engaged <p><u>Conversations and debates</u></p> <ul style="list-style-type: none"> Add humour to a discussion or debate where appropriate Vary language between formal and informal according to the situation 	<p><u>Reading words accurately</u></p> <ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read common exception words, Read words containing taught sounds and letters Read other words of more than one syllable that contain taught sounds and letters Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the missing letter(s) Read accurately by blending the sounds in words that contain the letters taught so far, especially recognising alternative Sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <p><u>Understanding texts</u></p> <ul style="list-style-type: none"> Link reading to own experience Check that reading makes sense and self-correct Infer what characters are like from actions Explain and discuss understanding of texts 	<p><u>Composition</u></p> <ul style="list-style-type: none"> Write for a variety of purposes Plan by talking about ideas and writing notes Use some of the characteristic features of the type of writing used Use well-chosen adjectives Use nouns and pronouns for variety Use the correct tenses Organise writing in line with its purpose Sequence sentences to form a short narrative Vary the way sentences begin <p><u>Transcription</u></p> <ul style="list-style-type: none"> Form capital letters Begin to join some letters Spell common exception words (the, said, one, two and the days of the week) Use letter names to describe spellings of words Use extended noun phrases to describe and specify (e.g. the blue butterfly) Use subordination (when, if, that or because) Use the present and past tenses correctly, including the progressive form Use coordination (or, and, but) <p><u>Analysis</u></p> <ul style="list-style-type: none"> Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark Read aloud writing with some intonation Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma