

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Reads, recites and listens to nursery rhymes, including rhymes from different cultures, both individually and as a group Talks about rhyme, syllables and rhythm when discussing a poem	Reads and recites nursery rhymes, including rhymes from different cultures, both individually and as a group Talks about rhyme, syllables and rhythm when discussing a poem	Reads and recites rhymes, including rhymes from different cultures, both individually and as a group Performs recital to class Recognises gesture, posture, facial expression, tone and pace are used to engage an audience	Reads and recites rhymes, including rhymes from different cultures, both individually and as a group Performs recital to class Uses gesture, posture, facial expression, tone and pace to engage an audience
Reading and Comprehension	Recognises words during shared reading of familiar poems Selects and rereads a familiar poem independently Hears and articulates sound segments in words Uses articulation and pronunciation to help convey meaning	Retells and comments on a poem in own words Compares personal knowledge and experience with ideas and information in poems Uses articulation, pronunciation, tempo, tone and pitch to help convey meaning Responds to punctuation when reading aloud	Reads a greater range of poems Uses articulation, pronunciation, tempo, tone, pitch, voice and gestures to help convey meaning Uses a range of self - correcting methods when reading a poem aloud	Reads poetry for own pleasure and interest Reads a greater range of poems Uses articulation, pronunciation, tempo, tone, pitch, voice and gestures to help convey meaning Draws on knowledge of word origins and word - building strategies to work out new words
Writing	Model structure of a simple poem Copies grammatical patterns and punctuation modelled by teacher Recognises rhyme endings of words in a text	Modelled and guided lesson on structure of a simple poem Uses drawings to accompany a poem when relevant Uses synonyms in own writing Uses punctuation other than capitals and full stops in writing Links ideas in poetry	Modelled and guided lesson on structure of a more complex poem Links ideas in poetry Uses a thesaurus to find synonyms Identifies and corrects spelling and punctuation in own writing	Modelled and guided lesson on structure of a more complex poem Discusses how metaphor, idiom and personification enhance poems Uses patterns of rhyme and rhythm in poetry writing Uses a thesaurus to find synonyms Identifies and corrects spelling and punctuation in own writing
Grammar	Capital letters and full stops - at beginning and end of sentence Synonyms	Capital letters and full stops - to begin each line in poetry, pronoun 'I', proper nouns and book titles Synonyms	Capital letters - to begin each line in poetry Commas in poetry Synonyms	Capital letters - to begin each line in poetry Commas in poetry Synonyms
Spelling and Sounds	i-e a-e o-e Recognising when an 'e' is silent and the effect it has on the preceding vowel	Sounds - Recognising when an 'e' is silent and the effect it has on the preceding vowel i-e a-e o-e Spelling rule - If the final syllable of a word ends in – 'e', the preceding vowel is long, eg. Late, bike, complete, phone, endure This can be known as 'magic e', 'bossy e', 'tricky e'	Spelling rule - If the final syllable of a word ends in – 'e', the preceding vowel is long, eg. Late, bike, complete, phone, endure. This is also known as the 'magic e'	Spelling rule - When adding a suffix, no consonant is doubled after a long vowel or a double vowel
Handwriting	Ll, Kk, 2 Uses correct pencil grip	Ll, Kk, 2 Uses correct pencil grip	Letter finishes and optional joins from a downstroke up, an, de, nu, my	Letter finishes and optional joins from a downstroke up, an, de, nu, my

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Reads, recites and listens to nursery rhymes, including rhymes from different cultures, both individually and as a group Recognises rhyme aurally	Reads and recites nursery rhymes, including rhymes from different cultures, both individually and as a group Recognises rhyme aurally	Reads and recites nursery rhymes, including rhymes from different cultures, both individually and as a group Performs recital to class Recognises gesture, posture, facial expression, tone and pace are used to engage an audience	Reads and recites nursery rhymes, including rhymes from different cultures, both individually and as a group Performs recital to class Uses gesture, posture, facial expression, tone and pace to engage an audience
Reading and Comprehension	Describes and gives opinion of character or setting in a familiar poem or nursery rhyme Recognises patterns of repetition and/or rhyme and discusses the effect it has on a text	Describes and gives opinion of character or setting in a familiar poem or nursery rhyme including actions, qualities, characteristics and motives Points out and explains the purpose of features of the writing, such as layout, headings, stanzas, lines	Discusses the characteristics of different types of poems, eg. Haiku, ballad, humorous poems Recognises different styles of poems Identifies the main elements in the structure of a given poem	Identifies imagery such as simile and metaphor and how these contribute to the meaning of a poem Identifies typical structures used in different poems
Writing	Modelled and guided lesson on structure of a simple poem Copies grammatical patterns and punctuation modelled by teacher Recognises rhyme endings of words in a text	Independently writes own poems using structure of a familiar poem as a guide Uses rhyme, repetition, patterns of rhythm and alliteration Reads own writing to a teacher or a peer	Independently writes own poems Rereads work to clarify meaning Deletes or adds words as required Uses a thesaurus to find synonyms Identifies and corrects spelling and punctuation in own writing	Independently writes a variety of poems of various lengths Uses metaphors, idioms and personification to enhance poems Uses patterns of rhyme and rhythm in poetry writing Uses a thesaurus to find synonyms Identifies and corrects spelling and punctuation in own writing
Grammar	Capital letters and full stops - at beginning and end of sentence Antonyms	Capital letters and full stops - to begin each line in poetry, pronoun 'I', proper nouns and book titles. Exclamation marks and question marks Antonyms	Capital letters - to begin each line in poetry Commas in poetry Antonyms	Capital letters - to begin each line in poetry Commas in poetry Antonyms
Spelling and Sounds	i-e a-e o-e e-e u-e Recognising when an 'e' is silent and the effect it has on the preceding vowel	Sounds - Recognising when an 'e' is silent and the effect it has on the preceding vowel i-e a-e o-e e-e u-e Spelling rule - If the final syllable of a word ends in – 'e', the preceding vowel is long, eg. Late, bike, complete, phone, endure. This can be known as 'magic e', 'bossy e', 'tricky e'	Spelling rule - If the final syllable of a word ends in – 'e', the preceding vowel is long, eg. Late, bike, complete, phone, endure. This is also known as the 'magic e', 'bossy e', 'tricky e'	Spelling rule - When adding a suffix, no consonant is doubled after a long vowel or a double vowel
Handwriting	Ee, Uu, 3 Uses correct pencil grip	Ee, Uu, 3 Uses correct pencil grip	Letter finishes and optional joins from a downstroke hi, ke, in, la	Letter finishes and optional joins from a downstroke hi, ke, in, la

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Expresses a personal point of view and listens to the viewpoints of others on a topical issue or text Asks relevant questions	Expresses a personal point of view and listens to the viewpoints of others on a topical issue or text Uses a comment or a question to expand on an idea in a discussion	Expresses a personal point of view and listens to the viewpoints of others on a topical issue or text Responds to different viewpoints in a discussion about a literary text, TV show, internet site, ipad app or movie Justifies a point of view with supporting evidence	Expresses a personal point of view and listens to the viewpoints of others on a topical issue or text Responds to different viewpoints in a discussion about a literary text, TV show, internet site, ipad app or movie Recognises when an opinion is being offered as opposed to a fact
Reading and Comprehension	Relates personal experience to text, movie, TV show etc. Recognises and interprets print and other media in a variety of environments	Engages in a variety of TV shows, movies or other form of media ie. Internet, ipad apps Selects own books or media to interact with in class and gives reasons why Follows interactive directions	Engages with TV shows, movies or other form of media ie. Internet, ipad apps Interprets information from the internet Reacts to media that expresses a point of view using supporting arguments	Makes personal connections to text or other media Comprehends and interprets information from a variety of multimedia presentations ie. Documentaries, TV programs, youtube videos Reads reviews of literary works and other media
Writing	Modelled writing of a review Copies print from models Groups letters into words	Modelled and joint construction of a review including factual statements and the expression of an opinion Contributes to the joint construction of texts Uses statements and questions appropriately in writing	Modelled and joint construction of a review Recognises and discusses the organisational structure of literary reviews Expresses a point of view in writing with a supporting argument	Modelled and joint construction of a review Discusses background knowledge, critical orientation to events, character development and assessment of dominant messages and values Opinions are made on the basis of the above information
Grammar	Verbs - exchange one verb for another with a similar meaning, identifies verbs in own writing and discusses how they contribute to the text	Identifies and uses a variety of action verbs, saying verbs and thinking verbs	Identifies and uses a variety of relating verbs, action verbs, saying verbs and thinking verbs Uses more complex verbs to clarify meaning	Identifies and uses a variety of relating verbs, action verbs, saying verbs and thinking verbs Uses more complex verbs to clarify meaning Uses modal verbs and adverbs in text types to indicate shades of meaning ie. Possibility, probability, obligation
Spelling and Sounds	Initial consonant blends th, sh, ch Identifies that some letters when put together make one sound Vocalises sounds and associates with the appropriate letters	Sounds - Initial consonant blends th, sh, ch Spelling Rule – Some letters, when put together, make one sound	Spelling rule - When a word ends in a consonant then a 'y', change the 'y' to 'i' before adding an ending, except if the ending is to be 'ing', eg. Cry, cried, crying; mercy, merciful; lady, ladies	Spelling rule - When a word ends in a consonant then a 'y', change the 'y' to 'i' before adding an ending, except if the ending is to be 'ing', eg. Cry, cried, crying; mercy, merciful; lady, ladies
Handwriting	Tt, Hh, 4 Uses correct pencil grip and posture	Tt, Hh, 4 Uses correct pencil grip and posture	Letter finishes and optional joins from an upstroke qu, cu, en, vo	Letter finishes and optional joins from an upstroke qu, cu, en, vo

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Expresses a personal point of view and listens to the viewpoints of others on a topical issue or text Asks relevant questions Gives spoken responses both positive and negative	Expresses a personal point of view and listens to the viewpoints of others on a topical issue or text Gives spoken responses both positive and negative	Expresses a personal point of view and listens to the viewpoints of others on a topical issue or text Responds to different viewpoints in a discussion about a literary text, TV show, internet site, ipad app or movie Justifies a point of view with supporting evidence	Expresses a personal point of view and listens to the viewpoints of others on a topical issue or text Responds to different viewpoints in a discussion about a literary text, TV show, internet site, ipad app or movie Recognises when an opinion is being offered as opposed to a fact
Reading and Comprehension	During reading or interaction with other media type identify title, author, illustrator, dedication, publisher, programmer, producer etc. Relates personal experience to text, movie, TV show etc.	Engages in a variety of TV shows, movies or other form of media ie. Internet, ipad apps Making connections- Express an opinion about a character's actions and speculates on their own behaviour in a similar situation	Recognises that different text types have different structures Recognises that text and other media are organised and presented according to their purpose Refers to the makers of a story, movie etc. and compare to their other works	Recognises that texts can be written or produced differently Identifies words that may help to distinguish fact from opinion Identifies evaluative language Discusses how camera angle, colour, size, shading and imagery in a visual text construct meaning
Writing	Explicitly model review Attempts to spell in written work by listening carefully to the sounds in the words and then write accurately Spells high frequency words in own writing	Independently plan and write a review of a given text or media item Expresses own opinion in writing Show evidence of character development	Independently plan, write, edit and publish a review of a given text or media item Plans writing by taking notes Chooses to write subjectively	Independently plan, write, edit and publish a review of a given text or media item Evaluates how own text is structured to achieve purpose Discuss using grammatical features and conventions of written language to shape readers' and viewers' understanding of text
Grammar	Contractions Appropriately uses done/did, see/saw/seen	Contractions Present tense including done/did, see/saw/seen, come/came	Contractions Present tense including done/did, see/saw/seen, come/came	Contractions Present tense including done/did, see/saw/seen, come/came
Spelling and Sounds	Initial consonant blends fl, bl, cl Identifies that some letters when put together make one sound Vocalises sounds and associates with the appropriate letters	Sounds - Initial consonant blends fl, bl, cl Spelling rule - Apostrophes show when a letter/s have been omitted ie. can't	Spelling rule - When a word ends in a consonant then a 'y', change the 'y' to 'i' before adding an ending, except if the ending is to be 'ing', eg. Cry, cried, crying; mercy, merciful; lady, ladies Apostrophes show when a letter/s have been omitted ie. can't	Spelling rule - When a word ends in a consonant then a 'y', change the 'y' to 'i' before adding an ending, except if the ending is to be 'ing', eg. Cry, cried, crying; mercy, merciful; lady, ladies Apostrophes show when a letter/s have been omitted ie. can't
Handwriting	Bb, Ff, 7 Uses correct pencil grip and posture	Bb, Ff, 7 Uses correct pencil grip and posture	Letter finishes and optional joins from an upstroke we, wh, ox, ot	Letter finishes and optional joins from an upstroke we, wh, ox, ot

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Listens to simple explanations and makes appropriate comments Understands the difference between a question and a statement	Listens to a spoken explanation with understanding Uses a comment or a question to expand on an idea in a class discussion	Listens to more complex explanations of simple phenomena either read or other media given by experts Participates in discussion and retelling	Listens to demanding explanations with supporting graphics and can note key ideas and information Participates in discussion and retelling
Reading and Comprehension	Identifies that explanations are about 'things' which are represented by different kinds of nouns/noun groups Uses illustrations to assist reading	Recognises and names or describes the purpose and stages of explanations Clusters, categorises ideas and facts following the reading of texts	Recognises simple cause-effect relationships and how they are written Uses word identification strategies	Interprets casual explanations, eg. Floods, famines, volcanoes, electric circuit Understands and uses various text layouts to access information
Writing	Chooses words to label drawings and objects Writes single sentence observation	Model explanation text States the purpose and intended reader before writing an explanation Chooses own words to label drawings and objects	Model explanation text Understands purpose and stages of the organisation of an explanation, including general statement about the phenomenon, explanation, conclusion	Demonstrates the importance of being well informed on a topic when writing, doing extra research if necessary, especially if the purpose is to explain events in a plausible way
Grammar	General and abstract nouns Appropriately uses done/did, see/saw/seen	General and abstract nouns Present tense including done/did, see/saw/seen, come/came	General and abstract nouns Present tense including done/did, see/saw/seen, come/came, run/ran	General and abstract nouns Present tense including done/did, see/saw/seen, come/came, run/ran
Spelling and Sounds	Initial consonant blends br, gr, cr	Sounds - Initial consonant blends br, gr, cr Spelling rule - When a word ends in –e, drop the –e before adding –ing, eg. Create, creating; practise, practising One way to use an apostrophe is to show when a letter or letters have been omitted	Spelling rule - When a word ends in –e, drop the –e before adding –ing, eg. Create, creating; practise, practising One way to use an apostrophe is to show when a letter or letters have been omitted	Spelling rule - When a word ends in –e, drop the –e before adding –ing, eg. Create, creating; practise, practising One way to use an apostrophe is to show when a letter or letters have been omitted
Handwriting	Gg, Bb, 8 Start from the top of every upper case letter, lower case letter and number, except 'd' and 'e' (which start at the middle) and know that no letter starts from the bottom	Gg, Bb, 8 Start from the top of every upper case letter, lower case letter and number, except 'd' and 'e' (which start at the middle) and know that no letter starts from the bottom	Letter finishes and optional joins From a left to right stroke fun, tu, ru, zoo	Letter finishes and optional joins From a left to right stroke fun, tu, ru, zoo

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Asks questions to find out how things work or why events happen Understands the difference between a question and a statement	In a group, discusses causes of a topical or familiar phenomenon Uses a comment or a question to expand on an idea in a class discussion	Draws on current knowledge to hypothesise or relate information in sequence Participates in discussion and retelling	Explains familiar phenomena with more technical terminology and complex ideas Participates in discussion and retelling
Reading and Comprehension	Identifies the stages of an explanation text Identifies the purpose of a factual text	Compares personal knowledge and experience with information gained from explanations Distinguishes between fact and opinion	Retells and discusses interpretation of explanations read or viewed, with attention to main ideas and supporting details Distinguishes between fact and opinion	Adjusts reading strategies by scanning information in explanations, looking for keys or symbols when reading a diagram or examining pictures
Writing	Makes contributions to jointly constructed explanation texts Recognises texts can be produced using a range of media	Jointly construct explanation text Examines models of explanation, eg. Poster, project, big book Recognises texts can be produced using a range of media	Jointly construct explanation text Uses some effective planning strategies when writing explanations, such as drawing a diagram	Records information from at least one source before writing an explanation Chooses appropriate graphics by using diagrams, charts, maps, graphs, illustrations where relevant to text
Grammar	Conjunctions Recognising a conjunction in a complex sentence Uses joining words to combine groups of words in a sentence	Conjunctions Recognises and uses a variety of conjunctions Using conjunctions to create a complex sentence	Conjunctions of time and cause eg. so, if, but, because Combines clauses by using a variety of conjunctions eg. when, because	Conjunctions of time and cause eg. so, if, but, because Uses a variety of conjunctions and connectives to connect groups of words and clauses
Spelling and Sounds	Initial consonant blends st, sp, sn	Sounds - Initial consonant blends st, sp, sn Spelling rule - When a word ends in –e, drop the –e before adding –ing, eg. Create, creating; practise, practising	Spelling rule - To add a consonant ending to a word ending in ‘e’, just add the ending, but to add a vowel ending to a word ending in ‘e’, drop the ‘e’ before adding the ending, eg. Sideways, priceless, arriving, placing, pleasing, lately	Spelling rule - To add a consonant ending to a word ending in ‘e’, just add the ending, but to add a vowel ending to a word ending in ‘e’, drop the ‘e’ before adding the ending, eg. Sideways, priceless, arriving, placing, pleasing, lately
Handwriting	Ss, Nn, Pp Start from the top of every upper case letter, lower case letter and number, except ‘d’ and ‘e’ (which start at the middle) and know that no letter starts from the bottom	Ss, Nn, Pp Start from the top of every upper case letter, lower case letter and number, except ‘d’ and ‘e’ (which start at the middle) and know that no letter starts from the bottom	Letter finishes and optional joins Letters which are not easy to join ye, jo, gu, so, bu	Letter finishes and optional joins Letters which are not easy to join ye, jo, gu, so, bu

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Attempts to explain how or why things happen and/or work Uses appropriate word order when making statements	Prepares a spoken explanation with aids to assist listeners' understanding Speaks clearly Attempts to use suitable subject-specific vocabulary for a topic Assessment task	Prepares a spoken explanation with aids to assist listeners' understanding Speaks clearly Understands the need to supply reasons when giving an explanation to tell how or why something occurs Assessment task	Prepares a spoken explanation with aids to assist listeners' understanding Speaks clearly Rehearses and modifies a talk before presentation Assessment task
Reading and Comprehension	Retells information heard or viewed in an explanation text Identifies sentences and uses grammatical features to assist with reading	Asks questions to gain information that helps us to understand an explanation Identifies sentences and uses grammatical features to assist with reading	Makes brief notes of information relevant to the topic, recording resources used Identifies quoted and reported speech and discusses its use	Comprehends, interprets, uses and responds to a range of printed explanations
Writing	Constructs visual explanation texts, eg. Flow charts, life cycles Uses some technical language Assessment task—Work Sample	Independently constructs explanation text Gives at least two events in an explanation in sequence Assessment task—Work Sample	Independently constructs explanation text Sequences ideas in texts effectively to write simple explanations Explains in writing one or two reasons for a common phenomenon, personal action or opinion Assessment task—Work Sample	Independently constructs explanation text Writes explanations that are sequential and casual Assessment task—Work Sample
Grammar	Adverbs Technical language	Adverbs Technical language	Adverbial phrases Technical language	Adverbial phrases Technical language
Spelling and Sounds	End blends in, on, un	Sounds - End blends in, on, un Spelling rule - Compound words Looking for other words inside words	Spelling rule - To add a consonant ending to a word ending in 'e', just add the ending, but to add a vowel ending to a word ending in 'e', drop the 'e' before adding the ending, eg. Sideways, priceless, arriving, placing, pleasing, lately	Spelling rule - To add a consonant ending to a word ending in 'e', just add the ending, but to add a vowel ending to a word ending in 'e', drop the 'e' before adding the ending, eg. Sideways, priceless, arriving, placing, pleasing, lately
Handwriting	li, Nn, Uu Start from the top of every upper case letter, lower case letter and number, except 'd' and 'e' (which start at the middle) and know that no letter starts from the bottom	li, Nn, Uu Start from the top of every upper case letter, lower case letter and number, except 'd' and 'e' (which start at the middle) and know that no letter starts from the bottom	Letter finishes and optional joins Letters which are not easy to join pu, zoo, xc, ex, oxen	Letter finishes and optional joins Letters which are not easy to join pu, zoo, xc, ex, oxen

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Listens to and carries out a simple instruction involving one step Understands class routines Helps to formulate class rules Converses with teachers about school	Listens to and follows a brief set of instructions Converses with teachers about school Differentiates between playground language and classroom language	Follows a spoken procedure and later reflects on the needs of an audience Follows directions to a school location Understands the difference between formal and informal language	Listens to and notes key ideas and information from a range of procedural texts such as directions, instruction manuals and safety procedures Discusses how language can create solidarity within or exclusion from a group
Reading and Comprehension	Interprets pictorial procedures, eg. Simple instructions Talks about who might read a procedure and why	Recognises and describes the purpose of procedures eg. recipe, experiment Predicts the targeted audience	Compares flow charts to represent sequence of events in a procedure Predicts the targeted audience	Explains how the structure of a text is related to its purpose Recognises that people with special interests and expectations are the target audience for particular texts and that design and advertising as well as content reflect this
Writing	Contributes to list of action verbs for a modelled procedure Creates a sequence of visual images to illustrate a procedure	Modelled and guided writing of a familiar procedure Identifies some of the distinguishing features of procedures, eg. Use of commands, lists States the purpose and intended audience before writing	Modelled and guided writing of a procedure Compares the features of different procedures and discusses how differences are related to purpose, context and audience	Modelled and guided writing of a procedure Prepares lists of words for a particular purpose Considers interests and needs of audience when writing procedures
Grammar	Verbs The use of commands	Verbs The use of commands	Verbs Colon– to introduce a list	Verbs Dash– to introduce a list Colon– to introduce a list
Spelling and Sounds	End blends ig, og, ug	Sounds - End blends ig, og, ug Spelling rule - Common suffixes eg. ed, ing	Spelling rule - When a word has more than one syllable and the final syllable is accented or stressed, then the final consonant is doubled before adding a suffix, eg. For- got, forgotten, occur, occurred	Spelling rule - When a word has more than one syllable and the final syllable is accented or stressed, then the final consonant is doubled before adding a suffix, eg. For- got, forgotten, occur, occurred
Handwriting	Oo, Gg, Uu Recognises letters in both lower and upper case	Oo, Gg, Uu Recognises letters in both lower and upper case	Optional joins for common letter patterns bl, br, cl, cr, dr	Optional joins for common letter patterns bl, br, cl, cr, dr

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Describes how to do a familiar task in sequential order Listens and responds to multimedia instructions ie. using a digital camera, interactive whiteboard, computer	Talks about the structure of a simple procedure Listens and responds to multimedia instructions ie. using a digital camera, interactive whiteboard, computer	Recognises the main organisational structure and language features of a spoken procedure Listens to and follows an extended procedure ie. science experiment or instructions for making a piece of craft	Gives an extended procedure with accurate directions Listens to and follows an extended procedure ie. science experiment or instructions for making a piece of craft
Reading and Comprehension	Identifies commands in a procedural text Interprets pictorial procedures, eg. Simple instructions	Recognises and chooses procedural texts related to a topic Predicts the targeted audience	Compares the organisation of different procedural texts and how they present information Predicts the targeted audience	Identifies and discusses how information is organised and presented in a variety of texts related to the same topics Predicts the targeted audience
Writing	Independently sequences pictorial steps to create a procedure Assessment Task - Work sample	Independently writes simple directions or instructions for a known procedure involving a few steps in sequence Assessment Task - Work sample	Independently writes a procedure with some attention to detail and essential steps in logical order Assessment Task - Work sample	Independently writes a set of explicit instructions that involve related steps, including visuals to assist the purpose Assessment Task - Work Sample
Grammar	Adverbials to express details of time and place, manner and so on, eg 'for five minutes', '2 centimetres from the top', 'carefully'	Adverbials to express details of time and place, manner and so on, eg 'for five minutes', '2 centimetres from the top', 'carefully'	Adverbials to express details of time and place, manner and so on, eg 'for five minutes', '2 centimetres from the top', 'carefully'	Adverbials to express details of time and place, manner and so on, eg 'for five minutes', '2 centimetres from the top', 'carefully'
Spelling and Sounds	End blends ap, ip, up Assessment Task - recognise and read core words	Sounds - End blends ap, ip, up Spelling rule - Common prefixes eg. re, un Assessment Task - spelling test using core words	Spelling rule - Prefixes add meaning to a word eg. Mono means one; monocle, monoplane, multi means many: multicultural, multi-purpose Assessment Task - spelling test using core words	Spelling rule - Prefixes add meaning to a word eg. Mono means one; monocle, monoplane, multi mean many: multicultural, multipurpose Assessment Task - spelling test using core words
Handwriting	Aa, Pp, Cc Recognises letters in both lower and upper case	Aa, Pp, Cc Recognises letters in both lower and upper case	Optional joins for common letter patterns fl, fr, gl, gr, pl	Optional joins for common letter patterns fl, fr, gl, gr, pl

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	<p>Recounts personal experiences to a group with accurate sequence of events</p> <p>Uses past tense verbs, eg. Then, when; adverbial phrases, eg. Down the hill</p> <p>Uses joining words, adverbs of time, place, eg. yesterday</p> <p>Takes turns talking and listening</p>	<p>Recounts personal experiences to a group with accurate sequence of events</p> <p>Uses conjunctions and connectives such as 'and', 'then', 'because', 'after that' to link ideas in speech</p> <p>Expresses feelings and attitudes about events in recounts</p> <p>Takes turns talking and listening</p>	<p>Recounts personal experiences to a group with accurate sequence of events</p> <p>Uses adjectives to describe who and what in the recount</p> <p>Describes people, places, objects and events in more detail in oral recounts</p> <p>Listens actively, showing an ability to ask relevant questions to seek an explanation or more information from the speaker</p>	<p>Recounts personal experiences to a group with accurate sequence of events</p> <p>Considers the needs of a familiar audience such as predicting questions and planning answers</p> <p>Focuses on biographical and autobiographical details</p>
Reading and Comprehension	<p>Recalls events from a recount in accurate sequence</p> <p>Locates past tense action verbs, eg. Then, when; adverbial phrases, eg at the beach</p>	<p>Retells events in sequence after reading a recount</p> <p>Locates words expressing feelings and attitudes</p> <p>Identifies words that indicate where, why, when and how actions take place</p>	<p>Retells and discusses key events, main characters and setting in literary and factual recounts</p> <p>Identifies noun-pronoun links, subject-verb agreement, conjunctions and connectives in written recount</p>	<p>Identifies and discusses how the reader is being influenced by the writer, eg. Use of bias, imagery, emotive language</p>
Writing	<p>Dictates recounts for adults to write</p> <p>Writes own one sentence recount</p> <p>Uses past tense action verbs</p> <p>Talks about the purpose of own recounts</p> <p>Illustrates past tense action verbs in sample texts</p> <p>Assessment task - Work Sample</p>	<p>Independently writes a recount of peers' experience with extended sequence of events</p> <p>Explains what different verbs do in recounts and identifies verbs in past tense</p> <p>Assessment task - Work sample</p>	<p>Independently writes more detailed recount using descriptive language such as adverbs and adjectives</p> <p>Uses reported speech</p> <p>Identifies and explains purpose and organisational structure of recounts, both literal and factual</p> <p>Assessment task - Work sample</p>	<p>Independently writes, edits and publishes more detailed recount using descriptive language such as adverbs and adjectives</p> <p>Uses imagery to write a detailed description</p> <p>Assessment task - Work sample</p>
Grammar	<p>Past tense verbs</p> <p>Adverbs</p>	<p>Past tense verbs</p> <p>Adverbial phrases</p>	<p>Adverbs</p> <p>Adjectives</p> <p>Verb tense</p> <p>Subject-verb agreement</p>	<p>Adverbs</p> <p>Adjectives</p> <p>Verb tense</p> <p>Subject-verb agreement</p>
Spelling and Sounds	<p>End blends ib, ob, ub</p>	<p>Sounds -</p> <p>End blends ib, ob, ub</p> <p>Spelling rule -</p> <p>Etymology–</p> <p>deca - ten times greater ie. decade, decagon</p>	<p>Spelling rule -</p> <p>Etymology–</p> <p>ante– before, in front of (Greek)</p> <p>endo– within (Latin)</p> <p>inter– between (Latin)</p>	<p>Etymology–</p> <p>ante– before, in front of (Greek)</p> <p>endo– within (Latin)</p> <p>inter– between (Latin)</p>
Handwriting	<p>Bb, Oo, Uu</p> <p>Recognises letters in both lower and upper case</p>	<p>Bb, Oo, Uu</p> <p>Recognises letters in both lower and upper case</p>	<p>Optional joins for common letter patterns</p> <p>sc, sk, sl, sm, tr</p>	<p>Optional joins for common letter patterns</p> <p>sc, sk, sl, sm, tr</p>