

	Early Stage 1	Stage 1	Stage 2	Stage 3
<b>Talking and Listening</b>	Give opinions related to a book or other media Give reasons for their opinions Recognises different ways of communicating using spoken language eg. face - to - face, telephone, radio, internet videos, talking books	Give opinions related to a book or other media Give reasons for their opinions Discuss and understand reasons for differing opinions Recognises and compares different ways of communicating using spoken language eg. face - to - face, telephone, radio, internet, talking books	Plan and develop an oral discussion using a pro forma Give opinions for and against with supporting evidence Understands that spoken text differs to written text because it can be changed when delivered to an audience	Discuss roles of speakers in a formal debate Plan a class debate on a topical issue Ensure all children are included in discussions Understands that spoken text differs to written text because it can be changed when delivered to an audience
<b>Reading and Comprehension</b>	Identify arguments for and against in texts from a variety of media Understand that this is called the 'issue' Observed reading a variety of texts matched to their instructional level	Predict two or more discussion points Identify points in the text Observed reading a variety of texts matched to their instructional level	Discuss - 'What is the topic?, What is the point of view of the writer?, Why has it been written?, What arguments have been used for and against this issue? and In what other ways could it have been written?' Selects and reads print and non print material on increasing range of topics	Summarise a written discussion using a pro forma Include 'issue', 'arguments for', 'arguments against' and 'recommendation' Observed reading texts demanding a degree of technicality
<b>Writing</b>	Model construction of a discussion Think of arguments for and against an issue and write/draw these arguments on paper Collate student responses for a class book Writes common words accurately independently	Model construction of a discussion Brainstorm then write arguments on strips for and against an issue Sort arguments under headings 'arguments for' and 'arguments against'	Model then jointly construct a discussion on one aspect of a current unit of work Joint research of topic to be written about using a variety of media	Develop deep knowledge around a topic to assist students to formulate arguments for and against an issue Model then jointly construct a concluding statement or recommendation as an editorial Undertake research to extend knowledge of subject matter
<b>Grammar</b>	Simple sentences Recognises speech marks and speech bubbles	Orally use modality, eg perhaps, must, should, might Identifies speech marks and speech bubbles, begins to use in own writing	Quotation marks-titles of books, play, songs, direct speech Commas to separate a person spoken to from the rest of the sentence Use of varying degrees of modality, eg perhaps, must, should, might	Quotation marks- quotations within quotations Commas to separate a person spoken to from the rest of the sentence Use of varying degrees of modality, eg perhaps, must, should, might
<b>Spelling and Sounds</b>	oy, oi	Sounds - oy, oi  Spelling rule - Etymology- micro (little) Etymology-identi (same)	Spelling rule - Etymology- micro (little) Etymology-identi (same) Etymology- vario (different)  When adding 'full', 'till', or 'fill' to words, drop one 'l' ie. wonderful, plentiful	Spelling rule - Etymology- micro (little) Etymology-identi (same) Etymology- Vario (different)  When adding 'full', 'till', or 'fill' to words, drop one 'l' ie. wonderful, plentiful
<b>Handwriting</b>	oy, oi, Jj Produces own name on a computer as well as some other letters	oy, oi, Jj Types sentences on a computer without assistance	Optional joins for letter clusters Two letter final consonant blends ld, lk, lt, mp, nd Carries out basic functions on a computer to produce text ie. drafts, re-drafts, prints, saves to correct place and retrieves a text	Optional joins for letter clusters Two letter final consonant blends ld, lk, lt, mp, nd Carries out basic functions on a computer to produce text ie. drafts, re-drafts, prints, saves to correct place and retrieves a text

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<b>Talking and Listening</b>	Recognise for and against points of view in an argument Listens to and reports on peers opinions Engages in role play	Recognises and creates for and against points of view in an argument orally Plans and performs a role play which includes an argument to the class	Recognises and creates for and against points of view in an argument orally Engages in improvisation of role play based on text read, heard or viewed	Recognises and creates for and against points of view in an argument orally Performs class debate on a local issue Takes part in a variety of team speaking activities
<b>Reading and Comprehension</b>	Identify arguments for and against in a given text Add own arguments Consistently uses book conventions ie. opens and holds book in correct way, turns pages in correct order	Identify paragraphs used to organise sections of a discussion Uses paragraphs to find information Uses different parts of a text to gather information eg. title page, contents page, glossary, menu	Identify words of modality Identify connectives and conjunctions and how they add meaning to the text Uses contents, menu, index, page numbers, headings, captions and key words to find information to support an argument	Identify words of modality Identify connectives and conjunctions and how they add meaning to the text Identify and predict audience Identifies and locates a variety of resources to support arguments in a given text
<b>Writing</b>	Model written discussion on topical issue Includes a space between each word when writing Uses full stops at the end of sentences	Model and then guided written discussion using sentence starters eg. We think...One reason for this is...We also think that...On the other hand...Other people think...However...Despite this we believe that... Uses capital letters and full stops in own writing	Guided written discussion using visuals Construct visuals ie. charts, graphs that represent opinions Justify these opinions Uses correct punctuation in published version of own writing, eg. capital letters, full stops, question marks and commas	Guided written discussion Include expert quotes and references ie. 'Scientists state that.' Identify and discuss modal adverbs Uses correct punctuation when publishing eg. commas, apostrophes, exclamation marks
<b>Grammar</b>	Common Nouns Proper Nouns Pronouns	Homonyms Abbreviations Acronyms	Homonyms Abbreviations Acronyms	Homonyms Abbreviations Acronyms
<b>Spelling and Sounds</b>	Silent letters kn, gn, wr Syllables	Sounds - Silent letters kn, gn, wr  Spelling rule - Etymology– duo - (2) Etymology– hydro (wet) Syllables	Spelling rule - Etymology– duo- (2) Etymology– hydro (wet) Etymology– duri (hard)  When adding 'full', 'till', or 'fill' to words, drop one 'l' ie. wonderful, plentiful	Spelling rule - Etymology– duo- (2) Etymology– hydro (wet) Etymology– duri (hard)  When adding 'full', 'till', or 'fill' to words, drop one 'l' ie. wonderful, plentiful
<b>Handwriting</b>	kn, gn, wr Produces own name on a computer as well as some other letters	kn, gn, wr Types sentences on a computer without assistance	Optional joins for letter clusters Two letter final consonant blends ng, nk, nt, py Carries out basic functions on a computer to produce text ie. drafts, re-drafts, prints, saves to correct place and retrieves a text	Optional joins for letter clusters Two letter final consonant blends ng, nk, nt, py Carries out basic functions on a computer to produce text ie. drafts, re-drafts, prints, saves to correct place and retrieves a text

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<b>Talking and Listening</b>	Contribute to a joint discussion of ideas for and against a relevant issue Engages in role play discussion on a relevant issue Talks about need to change tone and language in role play  <b>Assessment Task - Role Play</b>	Recognises and creates for and against points of view in an argument orally Engages in role play on a relevant issue  <b>Assessment Task - Role Play</b>	Discuss and demonstrate oral persuasive techniques Understands the differences between formal and informal language  <b>Assessment Task - Elementary debate</b>	Identify and demonstrate debating skills Outlines the stages of a formal debate with the different roles of each speaker  <b>Assessment Task - Debate</b>
<b>Reading and Comprehension</b>	Identify title, statement of issue, writer's opinion and possible groups who would be interested in this discussion Identifies punctuation when reading including capitals, full stops, question marks, exclamation marks	Identify bias in a discussion Identify omitted arguments for the sake of bias Identifies and names commas, quotation marks, apostrophes, brackets, question marks and exclamation marks when reading	Identify thinking verbs eg. feel, believe, think Discuss how language supports and expresses an argument Recognises different medias for reading	Evaluate effectiveness of a discussion; Organisation, use of main points with elaborations, appropriate level of modality, use of persuasive language, addressing audience concerns Recognises different medias for reading
<b>Writing</b>	Guided written discussion on topical issue Discusses strategies for attempting to spell difficult words in own writing  <b>Assessment Task - Work Sample</b>	Independent written discussion minimum one argument for and one against the topic Deletes and adds words to own writing prior to publishing Checks spelling in own writing using a dictionary or spell check  <b>Assessment Task - Work Sample</b>	Independent written discussion Use a thesaurus to explore alternative words and their effects Deletes and adds words to own writing prior to publishing Checks spelling in own writing using a dictionary or spell check  <b>Assessment Task - Work Sample</b>	Independent written discussion Use a thesaurus to explore alternative words and their effects Deletes and adds words to own writing prior to publishing Recognises most misspelt words in own writing prior to and while publishing  <b>Assessment Task - Work Sample</b>
<b>Grammar</b>	Question mark Exclamation mark	Apostrophe Brackets	Apostrophe Brackets	Apostrophe Brackets
<b>Spelling and Sounds</b>	ick, ack, eck	Sounds - ick, ack, eck  Spelling rule - Etymology– uni (1)  When adding 'y' to a word ending in 'e', drop the 'e' before adding the 'y'	Spelling rule - Etymology– pre (in front of, before) Etymology– uni (1) Etymology– magni (big)  'i' comes before 'e' except after 'c' to make an 'ee' sound When the sound is a long 'a', use 'ei', eg. neighbour	Spelling rule - Etymology– pre (in front of, before) Etymology– uni (1) Etymology– magni (big)  'i' comes before 'e' except after 'c' to make an 'ee' sound When the sound is a long 'a', use 'ei', eg. neighbour
<b>Handwriting</b>	ick, ack, eck Identifies the curser on a computer screen and recognises letters on a physical or electronic keyboard	ick, ack, eck Recognises simple computer conventions ie. space bar, shift and caps lock	Optional joins for common letter clusters Two letter final consonant blends ry, sk, st, wn Varies and chooses suitable font on a computer	Optional joins for common letter clusters Two letter final consonant blends ry, sk, st, wn Varies and chooses suitable font on a computer

	Early Stage 1	Stage 1	Stage 2	Stage 3
<b>Talking and Listening</b>	Orally describe objects using factual information Recognises different oral contexts such as news, group work, teacher talk, discussions, playground	Listen to an information report Decide on the topic List the words used to help identify the topic Recognises different oral text types such as conversation, radio, internet	Discuss KWL chart on factual topic Uses correct word order when asking questions or making statements	Discuss KWL chart on factual topic Uses a variety of ways to seek relevant information
<b>Reading and Comprehension</b>	Identify headings Classify information using headings Identifies difference between literary and factual texts	Identify headings Classify information using headings Jointly construct KWL chart on factual topic Describes the purpose of an information report	Identify heading, contents, glossary Classify information using headings Jointly construct KWL chart on factual topic Distinguishes between fact and opinion	Construct KWL chart on factual topic Identify word bank and vocabulary on a given factual topic Recognises people with special interests and expectations are targeted audience
<b>Writing</b>	Jointly construct descriptive sentences using information gained from diagrams in texts read Engages in writing texts with the intention of conveying an idea or message	Add adjectives to expand information written on labels for a diagram Identify purpose of an information report (to classify and describe) Jointly construct descriptive sentences using information gained from diagrams in texts read Model structure of information report	Jointly construct topic sentences using information report pro forma questions as a guide, eg <i>What do they eat?</i> <i>'Tigers eat a variety of smaller animals'</i> Model structure of information report Categorise topics into paragraphs	Jointly construct an information report Identify features of an information report ie. classification followed by description Topic sentence in paragraphs Topic usually in first position of sentence
<b>Grammar</b>	Recognise the difference between statement, question and command	Colon Present tense to indicate causality, ie. Some sharks attack humans.	Colon Present tense to indicate causality, ie. Some sharks attack humans. Homonyms	Colon Semi-colon Homonyms
<b>Spelling and Sounds</b>	and, end, ind	Sounds - and, end, ind  Spelling rule - Etymology– re (back, again)  When adding 'y' to a word ending in 'e', drop the 'e' before adding the 'y' ie. ease to easy, edge to edgy	Spelling rule - Etymology– re (back, again) Etymology– retro (backwards) Etymology- hyper (over, above)  'i' comes before 'e' except after 'c' to make an 'ee' sound When the sound is a long 'a', use 'ei', eg. neighbour	Spelling rule - Etymology– re (back, again) Etymology– retro (backwards) Etymology- hyper (over, above)  'i' comes before 'e' except after 'c' to make an 'ee' sound When the sound is a long 'a', use 'ei', eg. neighbour
<b>Handwriting</b>	and, end, ind Identifies the cursor on a computer screen and recognises letters on a physical or electronic keyboard	and, end, ind Recognises simple computer conventions ie. space bar, shift and caps lock	Optional joins for common letter clusters Three letter initial consonant blends scr, shr, spl, spr Varies and chooses suitable font on a computer	Optional joins for common letter clusters Three letter initial consonant blends scr, shr, spl, spr Varies and chooses suitable font on a computer

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<b>Talking and Listening</b>	Uses relevant questions to ask for specific information With teacher guidance, identifies some basic language features of familiar spoken texts ie. What does it look like?, Where does it live?, What does it eat?, How does it move?, How does it need to be looked after?	Uses relevant questions to ask for specific information Identifies factual language features used to describe an object ie. What does it look like?, Where does it live?, What does it eat?, How does it move?, How does it need to be looked after?	Recognises the main organisational stages of a spoken information report Discusses the effects that different audiences can have on a speaker	Prepares a spoken presentation of an information report with accompanying graphics considering the needs of a familiar audience
<b>Reading and Comprehension</b>	Retells information gained from information reports Expects text to make sense	Identifies the text structure and basic grammatical features of an information report Predicts what a text is about from its cover and title	Searches for and finds information from relevant sources Uses table of contents, index, page numbers, headings, captions and key words in ICT search engines to find information	Searches for and finds information from relevant sources Uses table of contents, index, page numbers, headings, captions and key words in ICT search engines to find information Selects resources using skimming techniques and scans selected texts to locate information
<b>Writing</b>	Creates and labels pictures using a drawing program Uses accurate word order in a simple sentence to match the picture	Guided writing of information report Discuss and create a relevant diagram to illustrate report Uses correct tense in writing that reports on diagrams	Guided writing of information report using notes from written text Uses other texts as models for aspects of writing information reports such as text organisation, grouping of information under headings Reconstruct notes to write report Use topic words to begin sentences	Guided writing of information report using notes from written text Uses other texts as models for aspects of writing information reports such as text organisation, grouping of information under headings, glossaries Reconstruct notes to write report including glossary Critically analyses own texts have been structured to achieve their purpose
<b>Grammar</b>	Adjectives Commas in a list of adjectives	Relating verb, eg. <i>tigers <u>are</u> meat eaters</i> ; action verb, eg. <i>they <u>hunt</u> other animals</i> . Ownership apostrophe	Hyphen Relating verb, eg. <i>tigers <u>are</u> meat eaters</i> ; action verb, eg. <i>they <u>hunt</u> other animals</i> . Ownership apostrophe	Hyphen Bullet points Ellipsis Dash
<b>Spelling and Sounds</b>	er, or, ar	Sounds - er, or, ar  Spelling rule - Alphabetical order Ownership apostrophe	Spelling rule - Alphabetical order Ownership apostrophe  When a word has more than one syllable and the final syllable contains two vowels, then the final consonant is not doubled before adding a suffix, eg. Appear, appeared; complain, complained	Spelling rule - Alphabetical order Ownership apostrophe  When a word has more than one syllable and the final syllable contains two vowels, then the final consonant is not doubled before adding a suffix, eg. Appear, appeared; complain, complained
<b>Handwriting</b>	er, or, ar Types simple sentences	er, or, ar Types texts	Optional joins for common letter clusters Three letter initial consonant blends squ, str, thr Touch types texts	Optional joins for common letter clusters Three letter initial consonant blends squ, str, thr Touch type texts

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<b>Talking and Listening</b>	Talks to whole class about a factual topic Practises clear articulation Listens while others present and asks relevant questions	Talks to whole class about a factual topic Attempts to use suitable, subject-specific vocabulary for a topic Identifies language used to describe Recognises familiar objects of people from a description	Plans, rehearses and modifies a spoken information report before presenting it to peers, eg reorders descriptions, changes general statements Is aware how gesture and facial expression may show interest or lack of, on the part of the listener and how this may change between cultures	Plans, rehearses and modifies a spoken information report before presenting it to peers, eg reorders descriptions, changes general statements Uses quotations, similes and technical vocabulary to enhance communication Listens to an oral presentation and summarises main points
<b>Reading and Comprehension</b>	Predict topic of information report texts by looking at title, cover and illustrations Record predictions to use as a resource during shared reading of text Compare predictions to actual text	Summarises main ideas and significant details from reading or listening to a text Interprets information from text Uses variety of reading strategies to identify unknown words	Identify technical terms in texts Summarises main ideas and significant details from reading or listening to a text Uses variety of reading strategies to identify technical language	Identify technical terms in texts Summarises main ideas and significant details from reading or listening to a text using technical language Uses variety of reading strategies to identify technical language
<b>Writing</b>	Jointly construct information report Self corrects work that does not look right Consistently writes from left to right of page using letters of similar size Consistently comes down to a new line at appropriate time when writing	Independent writing of an information report  <b>Assessment Task - Work Sample</b>	Independent writing of an information report  <b>Assessment Task - Work Sample</b>	Independent writing, editing and publishing of an information report  <b>Assessment Task - Work Sample</b>
<b>Grammar</b>	Understand what name/label means Writing longer sentences grammatically correct	Abbreviation Apostrophe Parentheses	Abbreviation Apostrophe Parentheses	Abbreviation Apostrophe Parentheses
<b>Spelling and Sounds</b>	Sounds - are, ear  Spelling - Finding little words in big words	Sounds - are, ear  Spelling rule - When a word ends in a vowel and a – 'y' (ay, ey, oy) just add the ending, eg. Stay, stayed, staying; key, keys; toy, toys Finding little words in big words	Spelling rule - To add –'able' as a suffix to a root word, drop the 'e', eg. Note, notable; desire, desirable	Spelling rule - To add –'able' as a suffix to a root word, drop the 'e', eg. Note, notable; desire, desirable
<b>Handwriting</b>	are, ear Types simple sentences	are, ear Types texts	Optional joins for common letter clusters Digraphs ar, ee, er, or, ch Touch types texts	Optional joins for common letter clusters Digraphs ar, ee, er, or, ch Touch types texts

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<b>Talking and Listening</b>	Listens and responds to stories heard or read Jointly constructs retelling of parts of narrative Identifies factual narratives as opposed to fictional Listens to books for enjoyment	Responds orally to narrative texts Identifies some of the needs of an audience Listens to books for enjoyment	Orally retells narrative about familiar and unfamiliar experiences Identifies some of the needs of an audience Uses voice, tone and inclination appropriate to the audience	Rehearses and tells a narrative to peers or younger children using approaches to engage the reader Uses voice, tone and inclination to aid meaning of the story
<b>Reading and Comprehension</b>	Uses picture cues to predict a narrative's content and makes connections between illustrations and written texts Sorts images of a known narrative into sequential order Changes voice when reading text inside a speech bubble to suit character  <b>Assessment Task</b>	Locates complication and resolution in a narrative Predicts resolution Creates own resolution Changes voice when reading text inside speech marks to suit character  <b>Assessment Task</b>	Identifies main organisational structure in narratives and its purpose Justifies choice of book Predicts resolution Creates own resolution Reads electronic books  <b>Assessment Task</b>	Identifies main organisational structure in narratives and its purpose Justifies choice of book Predicts resolution Creates own resolution Reads texts demanding a degree of abstraction Reads electronic books  <b>Assessment Task</b>
<b>Writing</b>	Uses symbols or drawings to create a narrative plot Uses illustrations to tell a narrative Write spoken words inside speech bubbles	Model different stages of a narrative Builds knowledge of topic before writing by brainstorming and discussing Jointly create visual planner of narrative	Model different stages of a narrative Plans and sequences ideas prior to writing Create visual planner of narrative Chooses own resolution to a given text	Model different stages of a narrative Plans and sequences ideas prior to writing Create visual planner of narrative Chooses own resolution to a given text Redrafts text for a different audience
<b>Grammar</b>	Anagrams Speech bubbles	Anagrams and palindromes Speech marks	Anagrams and palindromes Tautology Speech marks	Anagrams and palindromes Tautology Speech marks
<b>Spelling and Sounds</b>	Sounds - ill, all  Spelling - Finding little words in big words	Sounds - ill, all  Spelling rule - When a word ends in a vowel and a – 'y' (ay, ey, oy) just add the ending, eg. Stay, stayed, staying; key, keys; toy, toys Finding little words in big words	Spelling rule - To add –'able' as a suffix to a root word, drop the 'e', eg. Note, notable; desire, desirable	Spelling rule - To add –'able' as a suffix to a root word, drop the 'e', eg. Note, notable; desire, desirable
<b>Handwriting</b>	ill, all Consistently uses correct posture when both handwriting and typing	ill, all Consistently uses correct posture when both handwriting and typing	Optional joins for common letter clusters Digraphs qu, sh, th, all, aw Consistently uses correct posture when both handwriting and typing	Optional joins for common letter clusters Digraphs qu, sh, th, all, aw Consistently uses correct posture when both handwriting and typing



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<b>Talking and Listening</b>	Identify and describe characters Engages in role play of variety of characters Changes voice and tone to character Role plays characters using a variety of greetings to each other Listens to books for enjoyment	Visually represent and describe characters and setting of a narrative Engages in role play of variety of characters Listens to others voices for characters and discuss appropriateness Listens to books for enjoyment	Visually represent and describe characters and setting of a narrative Describe character's motives, feelings, thoughts and behaviours Identifies how voice, tone, pace and inclination help to develop character's motives, feelings, thoughts and behaviours Listens to books for enjoyment	Visually represent and describe characters and setting of a narrative Describe character's motives, feelings, thoughts and behaviours Identifies how the language of the text shapes attitudes to subject matter and character Listens to books for enjoyment
<b>Reading and Comprehension</b>	Describes and gives opinions of characters in a variety of narrative texts, both written and visual Identifies some basic language structures of narratives in particular descriptive language Selects and rereads familiar texts independently	Question language features to create visualisation of characters ie. What words in the text helped to create a visual image Reads independently for a longer period of time	Locates quoted and reported speech, noun groups, adjectives describing characters Identifies recurring character types, their traits and the conventions of a variety of stereotypes	Locates quoted and reported speech, noun groups, adjectives describing characters Identifies recurring character types, their traits and the conventions of a variety of stereotypes
<b>Writing</b>	Uses symbols or drawings to create a narrative plot Uses illustrations to retell a narrative to an adult Build word bank of ES1 story starters ie. Once upon a time..., Long, long ago.. etc.	Guided writing of own narrative from visual planner Focus on characterisation Use paragraphs to indicate text structure Writes events of narrative in sequential order that makes sense	Guided writing of own narrative from visual planner Focus on characterisation, setting, genre, theme and word bank for given topic Paragraphs used to indicate narrative structure Capital letters, commas and quotation marks used appropriately in direct speech	Guided writing of own narrative from visual planner Focus on characterisation, setting, genre, theme and word bank for given topic Paragraphs used to indicate narrative structure Writes paragraphs that include a main idea and elaboration of the main idea Capital letters, commas and quotation marks used appropriately in direct speech
<b>Grammar</b>	Speech marks Identifies speech marks  <b>Assessment Task</b>	Prepositions Semi colon Identifies and uses speech marks  <b>Assessment Task</b>	Prepositions Semi colon Speech marks  <b>Assessment Task</b>	Prepositions Semi colon Speech marks  <b>Assessment Task</b>
<b>Spelling and Sounds</b>	adage, edge, udge, idge, odge  Tricky sounds - ph, mb  <b>Assessment Task - South Australian Spelling Test</b>	Sounds - adage, edge, udge, idge, odge  Tricky sounds - ph, mb  Spelling rule - When a word ends in -'e', drop the -'e' before adding -'ing', eg. Create, creating; practise, practising  <b>Assessment Task - South Australian Spelling Test</b>	Spelling rule - When a word has more than one syllable and the final syllable is not accented, then the final consonant is not doubled before adding a suffix, eg. Whisper, whispered; encounter, encountering  <b>Assessment Task - South Australian Spelling Test</b>	Spelling rule - When a word ends in -'our' change this to -'or' before adding -'ous' or 'ate', eg humour, humorist, humorous  When a word has more than one syllable and the final syllable is not accented, then the final consonant is not doubled before adding a suffix, eg. Whisper, whispered; encounter, encountering  <b>Assessment Task - South Australian Spelling Test</b>
<b>Handwriting</b>	ph, mb Consistently uses correct posture when both handwriting and typing	ph, mb Consistently uses correct posture when both handwriting and typing	Optional joins for common letter clusters Digraphs - aw, ay, oa, ou, ow Consistently uses correct posture when both handwriting and typing	Optional joins for common letter clusters Digraphs - aw, ay, oa, ou, ow Consistently uses correct posture when both handwriting and typing



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<b>Talking and Listening</b>	Orally recall and produce own orientation, complication and resolution Understands a complication represents a problem to be solved, introduces tension and requires a response Include descriptions of characters Include sufficient information for story to be followed easily Enjoys videos of stories or plays	Locates and manipulates orientation, complication and resolution Understands a complication represents a problem to be solved, introduces tension and requires a response Include descriptions of characters and settings Enjoys videos of stories or plays	Uses main organisational structure of narrative when retelling or telling a story Include descriptions of characters and settings Include character's motives, feelings, thoughts and behaviours Enjoys videos of stories or plays	Uses main organisational structure of narrative when retelling or telling a story Include descriptions of characters and settings Include character's motives, feelings, thoughts and behaviours Identifies themes in narratives such as good v's evil, strong v's weak Enjoys videos of stories or plays
<b>Reading and Comprehension</b>	Create a mental image of a character after shared reading of a text Recognises words related to current narrative Recognises variety of print and words around the class environment	Using visual and mental images of a character, describe character behaviour Identify how character behaviour can change during the orientation, complication and resolution Blends word endings and beginning to work out unknown words	Summarise the main theme of the story Include how it is connected to the world beyond Recognises recurring character types and their traits Reads two and three syllable words including contractions	Identify variety of ways to summarise the main themes of the story including list, mind map, note taking, annotations etc. Discusses how people from different socio cultural or minority groups or people in particular roles are represented in texts and whether these representations are accurate, fair, stereotypical
<b>Writing</b>	Guided construction of a simple sentence, with a clear meaning that can form part of a narrative Writes from left to right, self corrects spelling and punctuation, uses spelling strategies and reads back sentence	Independently write own narrative Include basic structure and language features ie. orientation, complication and resolution and descriptive language for characters and setting	Independently write own narrative including planning Include basic structure and language features ie. orientation, complication and resolution and descriptive language for characters and setting	Independently write own narrative including planning Include basic structure and language features ie. orientation, complication and resolution and descriptive language for characters and setting
<b>Grammar</b>	Alliteration	Alliteration Onomatopoeia	Alliteration Onomatopoeia	Alliteration Onomatopoeia
<b>Spelling and Sounds</b>	ix, ox, ax	Sounds— ix, ox, ax  Spelling rule - Etymology— semi (half) When a word ends in –'e', drop the –'e' before adding –'ing', eg. Create, creating; practise, practising	Spelling rule - Etymology— semi (half) Etymology— deca (10) Etymology— ambi (both)  When a word ends in –'e', drop the –'e' before adding –'ing', eg. Create, creating; practise, practising	Spelling rule - Etymology— semi (half) Etymology— deca (10) Etymology— ambi (both)  When a word ends in –'our' change this to –'or' before adding –'ous' or 'ate', eg humour, humorist, humorous  When a word has more than one syllable and the final syllable is not accented, then the final consonant is not doubled before adding a suffix, eg. Whisper, whispered; encounter, encountering
<b>Handwriting</b>	ix, ox, ax Consistently uses correct posture when both handwriting and typing	ix, ox, ax Consistently uses correct posture when both handwriting and typing	Optional joins for common letter clusters Prefixes and suffixes - anti, con, extra, un, es Consistently uses correct posture when both handwriting and typing	Optional joins for common letter clusters Prefixes and suffixes - anti, con, extra, un, es Consistently uses correct posture when both handwriting and typing

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<b>Talking and Listening</b>	Orally recall and produce own orientation, complication and resolution Include descriptions of characters Include sufficient information for story to be followed easily	Locates and manipulates orientation, complication and resolution Include descriptions of characters and settings	Uses main organisational structure of narrative when retelling or telling a story Include descriptions of characters and settings Include character's motives, feelings, thoughts and behaviours	Uses main organisational structure of narrative when retelling or telling a story Include descriptions of characters and settings Include character's motives, feelings, thoughts and behaviours Identifies themes in narratives such as good v's evil, strong v's weak
<b>Reading and Comprehension</b>	Create mental images of settings after shared reading of a text or viewing of other media Knows that the cover of a book is indicative of what it is about	Using visual and mental images of a character describe character behaviour Identify how character behaviour can change during the orientation, complication and resolution	Monitor voice when reading aloud to match text, convey writers intentions and aid comprehension Read for meaning when reading aloud	Critically analyses techniques used by writers to create certain effects Identify genre Read for meaning when reading aloud
<b>Writing</b>	Guided construction of a simple sentence, with a clear meaning that can form part of a narrative Writes from left to right, self corrects spelling and punctuation, uses spelling strategies and reads back sentence  Assessment Task - Work Sample	Edit, publish and present narrative using ICT Read own writing to an audience Reflect on visual image created by the text  Assessment Task - Work Sample	Edit, publish and present narrative using ICT Read own writing to an audience Reflect on visual image created by the text  Assessment Task - Work Sample	Edit, publish and present narrative using ICT Read own writing to an audience Reflect on visual image created by the text  Assessment Task - Work Sample
<b>Grammar</b>	Simile Capitals and Full Stops	Simile Capitals and Full Stops	Simile Metaphor	Simile Metaphor Idiom Personification
<b>Spelling and Sounds</b>	ink, onk, unk	Sounds - ink, onk, unk  Spelling rule - When a word of one syllable contains a single short vowel, double the final consonant before adding a suffix, eg. Run, running, runner; star, starred; plan, planned, planner, planning; hop, hopped, hopper, hopping; stop, stopped, stopper, stopping; skip, skipped, skipper, skipping; thin, thinner, thinnest, thinning; fat, fatter, fattest, fatty	Acronyms Mnemonics	Acronyms Mnemonics
<b>Handwriting</b>	ink, onk, unk Consistently uses correct posture when both handwriting and typing	ink, onk, unk Consistently uses correct posture when both handwriting and typing	Optional joins for common letter clusters Prefixes/suffixes - ed, ing, est, ment, or Consistently uses correct posture when both handwriting and typing	Optional joins for common letter clusters Prefixes/suffixes - ed, ing, est, ment, or Consistently uses correct posture when both handwriting and typing