

English: reading, writing & phonics

	Reading		Phonics	Writing			
	Comprehension	Decoding	Phonics	Spelling	Composition	Letter formation	Punctuation
I N D E P	I can discuss an author's choice of vocabulary with an adult	I can read aloud to a larger audience with appropriate volume and speed		I can use a dictionary to check the spelling and meaning of words	I can write a variety of sentence structures	I can write with my own fluent, consistent handwriting style	I can use punctuation for clarity and effect
	I can summarise paragraph by identifying the most important elements	I can ask how to pronounce unknown words in my independent reading		I can identify and correct misspelt words in my own writing	I can proof-read my work and make improvements	I can maintain fluent, legible, neat writing throughout a longer piece of writing	I can use commas to punctuate subordinate clauses
	I can skim a text for a general gist	I can read aloud with fluency		I can build words from other words with similar patterns and meanings	I can organise narrative writing into paragraphs	I can touch type or use voice dictation software with fluency	I can use commas after fronted adverbials
	I can scan text for information	I can read books independently for my own enjoyment		I can order words alphabetically using their second and third letter	I can organise non-narrative writing into paragraphs	I can write quickly and fluently, joining all letters	I can use apostrophes for possession
	I can discuss issues or themes in stories, making connections to other contexts	I can confidently read parts of texts linked to the curriculum aloud to my class		I can use spelling strategies to learn tricky spellings, eg mnemonics	I can use organisational devices, eg bullet points, headings, sub-headings	I can join some letters and write with developing fluency and speed	I can punctuate direct speech with inverted commas
	I can discuss the main plot and subplots in stories I am reading	I read environmental print to gain information		I can order words alphabetically using their first letter.	In narrative writing, I can create settings, characters and plot	I can write legibly and neatly	I can use apostrophes for contractions
C O N F	I can express and justify my opinion about what I have read	I can read aloud to an adult	I can write all Phase 5 graphemes	I can discriminate syllables of multisyllabic words to spell them	I can read aloud what I have written, making simple improvements	I am beginning to touch type	I am beginning to punctuate direct speech with inverted commas
	I am beginning to show preferences for text types and/or authors	I can read all of the 200 <i>next</i> high frequency words	I can read all Phase 5 graphemes	I can spell by analogy with other known words, e.g. light, fright	I can write a letter, a postcard and an email	I can form and size capital letters correctly	I am beginning to use apostrophes for contractions
	I can rephrase a sentence to show I have understood the key elements	I can read 100 of the <i>next</i> high frequency words	I can orally blend and segment 5 or more phonemes	I can split compound words into their component parts to spell them correctly	I can plan what I am going to write about, including key ideas & vocab	I can correctly size ascenders and descenders	I can use commas in lists
	I can discuss what I think and feel about characters explaining why.	I can break unfamiliar words into smaller, manageable chunks	I can write words with Phase 4 consonant clusters	I can spell my last name with capital letter	I can write a set of simple instructions	I can place all letters correctly on a line	I can use exclamation marks
	I can ask questions and/or talk about what words mean when sharing books and stories	I can read the <i>first</i> 100 high frequency words	I can write all Phase 3 graphemes	I can spell: oh, their, people, Mr, Mrs, looked, called, asked, could	I can write a non-chronological report	I can form 'ladder' letters correctly: b h i j k l m n p r t u v w x y (z)	I can use question marks
	I can engage with a range of text types including fiction, non-fiction and poetry	I can read 50 of the <i>first</i> high frequency words	I can read words with Phase 4 consonant clusters	I can spell: come, do, have, like, little, one, out, said, so, some, there, were, what, when	I can write a recount of a real event	I can form 'rounded' letters correctly: a c d e f g o q s	I punctuate most sentences with capital letters and full stops
	I can retell the main events in a longer story	I can read by sight: some, one, said, come, do, so, were, when, have, there, out, like, little, what	I can write all Phase 2 graphemes	I can name each letter in the alphabet for reading or writing	I can write my own simple narratives in sequence	I can sit with good posture and control, to write or type	I can use capital letters for proper nouns
C U R	I can discuss what I think and feel about characters	I can read a book to an adult.	I can read all Phase 3 graphemes	I can spell: all, are, be, he, her, me, my, she, they, was, we, you	I can write a simple narrative	I can type words using a standard keyboard	I can use spaces between between words
	I can retell (or act/draw) a familiar story	I can read by sight: he, she, we, me, be, was, my, you, her, they, all, are	I can show all Phase 2 graphemes, eg using magnetic letters	I can use Phase 2 graphemes in my independent writing	I can record ideas in simple sentences	I can form recognisable letters, some of which are correctly formed	I can begin to use capital letters to punctuate sentences

I can make simple predictions about what will happen next in a story	I can read by sight: the, to, I, no, go, into	I can read all Phase 2 graphemes	I can spell: the, no, to, into, go, I	I can write one and two word labels, captions and lists	I can copy basic pre-writing patterns and shapes	I can begin to use full stops to punctuate sentences
I can join in with a repeating phrase in a familiar book	I show an interest in print/text in the environment	I can orally blend and segment cvc words	I can recite the alphabet	I can consider what I am going to write by saying it out loud	I can hold a pencil with a dynamic tripod grasp	I can identify the difference between letters and words
I can share a book with an adult and talk about the pictures	I can recognise my own name in writing	I can continue strings of rhyme or alliteration orally	I can spell my first name correctly with capital letter	I can create narratives by changing part(s) of a known story	I can make marks with a variety of tools	I always use a capital letter when writing my name

	Progress		Progress		Progress	
Year 1 term 1		Year 2 term 1		Year 3 term 1		Base line
Year 1 term 2		Year 2 term 2		Year 3 term 2		Currently working on
Year 1 term 3		Year 2 term 3		Year 3 term 3		Progress
						Number of boxes