



# Literacy Reception - Long Term Plan

## Statutory Guidance from the EYFS Framework (2021) for Literacy:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Potential Themes/ Interests of children</b>	CV: Justice Starting School/Map my classroom Autumn Harvest Pumpkins Marvellous me/ Family	CV: Love Woodland animals/ hibernation Christmas Around the World Celebrations	CV: Endurance Winter Polar worlds Journeys Chinese New Year Big School's bird watch	CV: Forgiveness Growing up - babies, generations Health inc. oral health Spring - Seasons Easter	CV: Dignity Life Cycles - butterflies, beans, sunflower Outdoors Gardening Weather	CV: Thankfulness Summer Habitats: Sherwood Forest Vs The Ocean Edwinstowe People who help us
<b>Possible Celebrations &amp; Experiences</b>	Class rules and routines Black History Month	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Nativity	Valentine's Day Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter Singing performance	Class caterpillars World Biscuit Day, World Food Safety Day	Sports Day, Transition, Summer Community visits: Fire service, community officer/police, vicar, library, summer singing performance
<b>Fab 5 Texts (Themed fiction/non-fiction texts used alongside)</b>						

The Year 1 expectations in Literacy/English from the National Curriculum.

Where are children going?

See RWInc Phonics progression EYFS- KS1

**Year 1 – Reading (Word Reading) :**

-Apply phonic knowledge and skills as the route to decode words -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 accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading

**Year 1 – Reading (Comprehension):**

-Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them.

**Year 1 – Writing (Transcript):**

Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

**Year 1 – Writing (Composition):**

Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher.

**Year 1 – Writing (Handwriting):**

Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting 'families' and to practise these

**Year 1 – Writing (vocabulary, grammar and punctuation)**

Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.

**Genres covered in Y1:** Instructional- e.g. Recipes, Instruction writing Narrative- e.g. Stories, Fairy tales Informative – e.g Fact Files, Recounts

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<p><b>Development of Reading Comprehension</b></p> <p><b>Intent</b> To know (how to):</p> <p><b>Vocabulary Implementation</b></p> <p>Daily Fab 5 Stories &amp; rhyme time: planned stories, poems, songs and rhymes shared daily and revisited over the half term (known by memory)</p>	<p>Join in with rhyme, songs and poems. Hold a book correctly and carefully turn pages. Understand books have a beginning and an end. Listen and enjoy sharing a range of books both fiction and non-fiction. Know that text in English is read top to bottom and left to right. Recognise pictures and illustrations in a text Vs the writing. Spot familiar words in books.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</p> <p>Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (Link to themes and books suggested above)</p>	<p>Sequence two events from a familiar story – possibly with the use of prompts for support. Discuss and listen to a range of books – non-fiction and fiction. Respond to simple questions linked to the books read to them: who, what &amp; where. Use texts and images to answer simple questions.</p> <p>Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</p> <p>Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking ‘yes’ and ‘no’ questions about texts, model using puppets to act out stories.</p>	<p>Develop favourite books and rhymes – they may know these books from memory. Say what they like or dislike about a story.</p> <p>When listening/sharing a story children use the images to help them read. Children are becoming increasingly confident with their understanding of new vocabulary in stories. Use books front cover or blurb to make a simple prediction.</p> <p>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</p> <p>Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss new and different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.</p>	<p>Adapt, roleplay and retell stories in play using vocabulary from stories they’ve read or heard. Recognise and recall well-known or repeated story phrases. Show an increasing confidence in sequencing a story. Give suggestions to the ending of a story using the front cover, blurb and beginning to support their suggestions.</p> <p>Story, order, sequence, retell, end, repeat.</p> <p>Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.</p>	<p>Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use ‘because’ to give reason when answering ‘why’ questions about a text. Rehearse and recall rhymes and stories and remember actions/signs to familiar poems, rhymes &amp; songs.</p> <p>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p> <p>Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask ‘why’ questions about texts.</p>	<p>Converse about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Know key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy.</p> <p>Vocabulary, words, recall, retell, next, after that, why, when, like.</p> <p>Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.</p>

Throughout the year children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding.

As part of their Reading and Phonetic development children will read books consistent with their phonic knowledge as outlined in our RWInc knowledge progression.

<p><b>Phonics</b></p> <p><b>Intent</b> To know (how to): <b>Vocabulary</b> <b>Implementation</b></p>	<p>Discriminate sounds such as instruments and cars.</p> <p>Orally blend and segment. (Beginning)</p> <p>Read all Set 1 sounds: <i>Grp1:m,a,s,d,t</i> <i>Grp2:i,n,p,g,o</i> <i>Grp 3:c,k,u,b</i> <i>Grp 4:f,e,l,h,sh</i></p> <p>Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear?</p> <p>Support and model hearing initial sounds and orally blending to say a word.</p> <p>Set 1 sounds (RWInc) introduced after children are settled into a simple routine (wk 3-4).</p> <p>Guided Reading: Blending games/ Picture books</p>	<p>Read Set 1 sounds:</p> <p><i>Grp5: r,j,v,y,w</i></p> <p><i>Grp6: th,z,ch,qu,x,ng,nk</i></p> <p>Blend sounds into words orally.</p> <p>Link sounds to letters and then blend to read a word. (word time 1.1-1.4)</p> <p>Letters, speed sounds, special friends, read, sounds, tricky words, Fred talk, Fred fingers.</p> <p>Phonics sessions will revisit and secure all set 1 sounds.</p> <p>Children will practice orally blending sounds and begin to read word time cards.</p> <p>Guided reading: sound blending books.</p>	<p>Read set 1 special friends: <i>th, ch, qu, ng, nk</i></p> <p>Blend words with special friends (word time 1.5 and 1.6).</p> <p>Letters, phonemes, read, sounds, tricky words.</p> <p>Phonics sessions will revisit and secure all set 1 sounds.</p> <p>Children will build confidence and fluency when blending and segmenting to read and write cvc words.</p> <p>Guided reading: Paper Ditty stories. Tricky word games I, to, the, into</p>	<p>Recall set 1 sounds (addressing sound gaps).</p> <p>Secure blending on words containing all set 1 sounds.</p> <p>Blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).</p> <p>Tricky words: <i>put, the, l, no, of, my, for, he</i></p> <p>Special friends, read, sounding out, tricky word, CVC, sound buttons.</p> <p>Phonics sessions will build confidence and fluency when blending and segmenting to read and write.</p> <p>Children introduced to blending 4/5 sounds.</p> <p>Guided reading: Red ditty books/paper ditties</p>	<p>Read set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i></p> <p>To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p> <p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p> <p>During Phonics lessons children are introduced to set 2 special friends.</p> <p>Guided Reading: Children are developing their reading fluency and encouraged to reread simple phrases &amp; sentences with confidence.</p> <p>Red RWI /Green storybooks.</p>	<p>Read set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i></p> <p>Blend words containing set 2 sounds.</p> <p>Children to build speed and fluency of reading words containing set 1 sounds (1.6/1.7).</p> <p>Tricky words, re-read, check, sense, edit, change, adapt, improve.</p> <p>During Phonics lessons children are beginning to blend with Set 2 sounds and developing speed when blending words containing 4/5 sounds and consonant blends.</p> <p>Guided reading: Green/Purple storybooks.</p>
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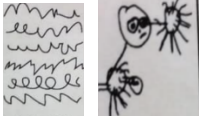
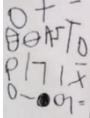
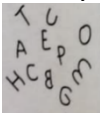
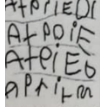
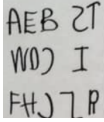
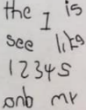
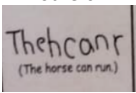
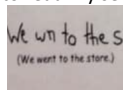
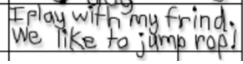
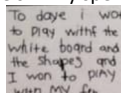
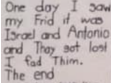
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<p><b>Early Development in Writing</b></p> <p><b>Intent</b> To know (how to):</p> <p><b>Vocabulary</b></p> <p><b>Implementation</b></p>	<p>Write their name - copying it from a name card or trying to write it from memory. Developing awareness that writing communicates meaning. Give meaning to marks they make.</p> <p>Listen, speak, speaking, writing, mean, explain, what.</p> <p>Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book.</p>	<p>Link some sounds to letters (phoneme to grapheme). Make marks and draw with increasing control. Copy adult 'writing behaviours' e.g. writing on a whiteboard, writing messages. Use some recognisable letters and own symbols such as their name or some initial sounds.</p> <p>Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing.</p> <p>Roleplaying resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds 'out loud'. Children have access to sound boards in the class.</p>	<p>Record letters for initial sounds and end sounds. Build and record simple CVC words.</p> <p>Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end.</p> <p>Children given opportunities during writing lessons and busy bee time to write the initial sounds they can hear, adults to model during shared inputs. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready. Ditty Time including HTS activities.</p>	<p>Build CVC, CVCC words using known graphemes. Children record these. Use writing in their play. (Some children moving onto caption writing if ready).</p> <p>Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay.</p> <p>CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing material. Ditty Time including HTS activities.</p>	<p>Write a simple caption/sentence. Continue to build upon phonic knowledge and apply when writing phonetically (Evidence of set 2 sounds).</p> <p>Writing, sounds, letter sounds, graphemes, phonemes, mark making.</p> <p>New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work drawing on previously read texts. Ditty Time including HTS activities.</p>	<p>Write for a range of purposes e.g. non-fiction and fiction writing.</p> <p>Write short sentences sometimes using finger spaces, capital letters and full stops. Instructions, recount, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops.</p> <p>Children writing for a range of different purposes such as fact files, stories, recounts, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially. Ditty Time including HTS activities.</p>

<p><b>Development of Compositional skills</b></p> <p><b>Intent</b> To know (how to): <b>Vocabulary Implementation</b></p>	<p>Organise my play and describe events and special occasions. (Form the basic understanding of compositional skills through talk) Experiences, events, Compose, talk, describe, tell, birthday, party, Christmas, roleplay, mums and dads, babies. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher.</p>	<p>Use talk to link ideas during conversation and play as well as clarify their thinking and feelings. Understand that thoughts and stories can be written down. Roleplay, feelings, happy, sad, story, message, stories, text. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher, roleplaying with others and acting out stories, modelling writing down ideas as a shared input.</p>	<p>Orally segment CVC words and ensure they've remembered all of the sounds (Fred fingers). Oral, out loud, sentence, rehearse, repeat, check, re-read, segment. Modelling composing words and breaking them down into CVC words. Writing activities based on CVC words. Higher ability children challenged to put their CVC word into a caption/ sentence.</p>	<p>Orally compose a caption and hold it in memory before attempting to write it. Oral, out loud, sentence, rehearse, repeat, check, re-read. Modelling composing captions with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.</p>	<p>Write a simple sentence. Use finger spaces. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space. Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.</p>	<p>Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces. Writing activities based around a class story – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these.</p>
<p><b>Development of Spelling</b></p> <p><b>Intent</b> To know (how to): <b>Vocabulary Implementation</b></p>	<p>Orally segment simple words e.g. cat, dog. Know how to write my name copying it from a name card or trying to write it from memory. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations. 'Fred Talk' to segment sounds in words, writing their names on sheets or in books (morning starter).</p>	<p>Orally spell VC and CVC words by identifying the sounds. Know how to write my own name. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons. Phonics lessons based on orally segmenting words, writing names on sheets and in books during all activities.</p>	<p>Segment to write VC/CVC words, linking sounds to letters set 1. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons, spelling. Literacy activities based on writing VC and CVC words. Phonics writing activities writing words with known graphemes.</p>	<p>Segment to write VC, CVC and CVCC words independently using Set 1/2 graphemes. Spell some tricky words e.g. the, to, no, go* independently. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.</p>	<p>Apply set 1 and 2 phonic knowledge, making phonetically plausible attempts when writing unknown words that cannot be sounded out with only set 1/2 knowledge. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities</p>	<p>Make more accurate phonetically plausible attempts when writing unknown words that cannot be sounded out with only Set 1 and 2 knowledge. Spell tricky words e.g., he, she, we, be, me* independently. Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent. Literacy and Phonics writing activities writing</p>

					writing words with known graphemes, Sentence writing including tricky words.	words with known graphemes, Sentence writing including tricky words.
<p><b>Development of Handwriting</b></p> <p><b>Intent</b> To know (how to):</p> <p><b>Vocabulary</b></p> <p><b>Implementation</b></p>	<p>Words around me mean something and can be written by my classroom adults and me. Notice the direction English is written - left to right and top to bottom. Draw lines and circles, basic shapes and pictures. Write my name with the beginning of some correct formations.</p> <p>Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles.</p> <p>Weekly handwriting lessons based on shapes and lines, daily reminders and recaps on how to hold a pencil.</p>	<p>Form letters from my name (mostly correct). Understand that we write from left to right and top to bottom. Use the 'pinch and flick' as a method to hold my pencil in a supportive grip for effective writing.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces.</p> <p>Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil.</p>	<p>Form more recognisable letters – although they may not 'start' in the correct place. Show a dominant hand.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page.</p> <p>Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book.</p>	<p>Hold my pencil effectively to form recognisable letters. Build a repertoire of correct formations through weekly handwriting formation lessons.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right,, lazy letters, tall letters, on the line, under the line.</p> <p>Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines.</p>	<p>Form most lower-case letters correctly, starting and finishing in the right place. Include finger spaces.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations.</p> <p>Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces.</p>	<p>Use a tripod grip to confidently write letters that can be clearly recognised. Form some capital letters correctly.</p> <p>Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing.</p> <p>Weekly handwriting lessons based on letter formation progression - to include capital letters, daily reminders and recap on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces and capital letters.</p>

## Typical Writing development across the Reception Year and beyond.

	1. Prewriting		2. Letter strings			3. Early developmental spelling	
<b>Early Steps</b>	<p>I know how to explore with making marks, but I do not communicate meaning. Random scribbling.</p> 	<p>I know how to draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p> 	<p>I know how to write symbols and shapes that look like writing. I assign meaning to the marks <b>Attempts to write name</b></p> 	<p>I know how to write random letters with no connection between letters and sounds. I talk about my writing. <b>Writes name from memory</b></p> 	<p>I know how to use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 	<p>I know how to write letters with spaces between them to resemble the idea of words.</p> 	<p>I know how to copy words that I see in the environment around me. I often do not know what the words say.</p> 
<b>Developing Writing Words</b>	<p>I am beginning to know and hear initial sounds and attempt to write these down. <b>m - mum letter for name</b></p>	<p>I know and can hear initial sounds in words and write the letters down to match. <b>c - cat d - dog p - pig</b></p>	<p>I know how to write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. <b>muy - mummy sbr - strawberry</b></p>	<p>I know how to segment to write cvc words by matching letters and sounds. <b>at in up cat dog pig</b></p>	<p>I know how to write High Frequency decodable and tricky words from memory. <b>mum dad. and can  I go to the no into</b></p>	<p>I know how to spell out words with consonant clusters, vowel digraphs and trigraphs. <b>buzz fill. mess ship. chip thing rush boot sheep day sight bow look\$.</b></p>	<p>I know how to write more challenging words with knowledge off RWInc set 1/2 sounds .</p>
<b>Developing Writing Sentences</b>	<p>I know how to say a simple sentence for writing.</p>	<p>I know how to orally compose a sentence and hold it in my memory before I start to write it.  Repeats &amp; recalls</p>	<p>I know how to write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.</p> 	<p>I know and can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p> 	<p>I know how to write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p> 	<p>I know how to use finger spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p> 	<p>I know how to write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.</p> 
<b>Text forms and purposes</b>	<p>I attempt to write simple labels.</p>	<p>I know how to write simple labels</p>	<p>I know how to write simple lists.</p>	<p>I know how to write lists, greeting cards and menus.</p>	<p>I know how to write short captions and messages.  I can write instructions.</p>	<p>I know how to write a simple story with a beginning, middle and end.</p>	<p>I can write at length.  I know how to write stories with narratives and storytelling language.  I know how to write a simple recount of an experience/trip.</p>