



Literacy Learning Concepts

Apply these skills to the knowledge / context you're teaching

Take Notice of KS End Goals

	Year 1	Year 2
Transcription	<ul style="list-style-type: none"> ● Accurately spell the following words: the, he, she, we, me, be, was, you, they, all, are, my, her, children, said, so, some, come, were, there, little, one, do, when, what, out, oh, their, people, Mr. Mrs., looked, called, asked ● Use phonetical knowledge to spell correctly words containing the graphemes ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ey, oe, au, nk, ff, ll, ss, zz, ck ● Spell words correctly containing alternative pronunciations for graphemes and words containing split digraphs. ● Spell most familiar decodable words (cvc, ccvc, cvcc) correctly ● Spell days of the week correctly. 	<ul style="list-style-type: none"> ● Spell many common exception words ● Accurately spell the following words: things, animals, lots, clothes, friends, birds, trees, plants, everyone, suddenly, floppy, really, water, away, want, over, where, would, school, think, who, know, long, after, next, first, these, ball, call, talk, always, other, mother, nothing, Monday ● Spelling plurals ending in y ● Words ending in 'tion'. ● Homophones and near homophones (e.g - There/their/they're) ● Add suffixes to spell some words correctly (-ment, -ness, -ful, -less, -ly) ● Spell some words with contracted forms correctly
Composition & Organisation	<ul style="list-style-type: none"> ● Use simple beginnings, middles and ends to sequence a story ● Separate words with spaces ● Sequence the order of words in a sentence to produce a logical statement 	<ul style="list-style-type: none"> ● Use past and present tense correctly and consistently throughout a piece of writing ● Use layout devices which are appropriate to the text type (headings, subheadings, bullets, numbering instructions, address) to structure the text ● Write simple, coherent narratives about personal experiences and those of others (real or fictional)

		<ul style="list-style-type: none"> • Write about real events, recording these simply and clearly. • Use or/ and/ but in the correct places
Editing & Evaluating	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluate their writing with the teacher and other pupils • reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proofread to check for errors in spelling, grammar and punctuation
Vocabulary & Grammar	<ul style="list-style-type: none"> • Write simple sentences that include a subject • Add ed, ing, er to verbs. • Add est, er to adjectives. • Use plural noun suffixes - es, s • Use simple adjectives to add detail about your subject. • Use time connectives and phrases to sequence writing (first, then, next, last) • Use the co-ordinating conjunction - and 	<ul style="list-style-type: none"> • Use commands, questions, exclamations and questions. • Use appropriate adjectives and adverbs (-ly) • Use adjectives using - ful and -less correctly • Use expanded noun phrases for specific detail • Use a range of co-ordinating conjunctions (and, or, but, so) • Use subordinating conjunctions (when, if, that, because)
Punctuation	<ul style="list-style-type: none"> • Begin to use some capital letters correctly at the beginning of sentences • Begin to use some capital letters correctly for proper nouns and I • Use a full stop to end a sentence • Begin to use question marks • Begin to use exclamation marks 	<ul style="list-style-type: none"> • Use capital letters and full stops to punctuate sentences • Use exclamation marks to show when something is surprising or exciting (How, What) • Use questions marks correctly • Use commas to separate items in a list.

<p>Handwriting</p>	<ul style="list-style-type: none"> • Form letters mostly correct in shape but some inconsistencies in orientation and use of upper and lower case letters. • Evidence of writing from the line. 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.
<p>Agreed End Goals (What the children are working towards at the end of KS1)</p>	<p>Working at the expected standard</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. <p>Working at greater depth</p>	

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters