

ST. MARY'S CATHOLIC PRIMARY SCHOOL

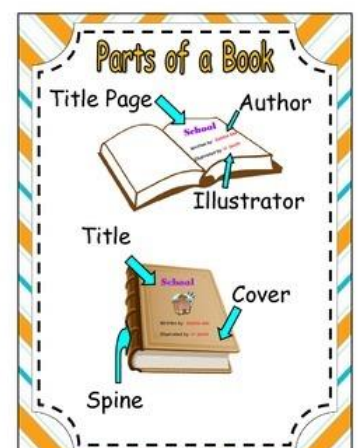
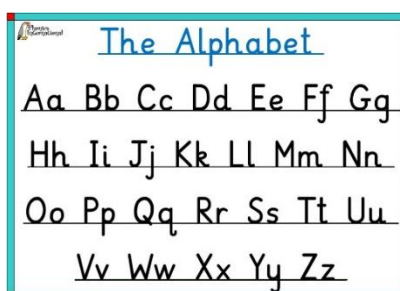
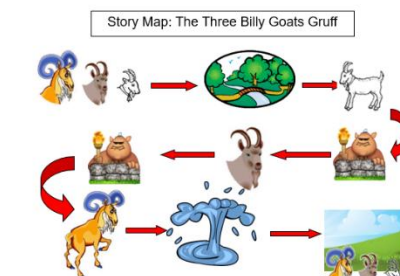
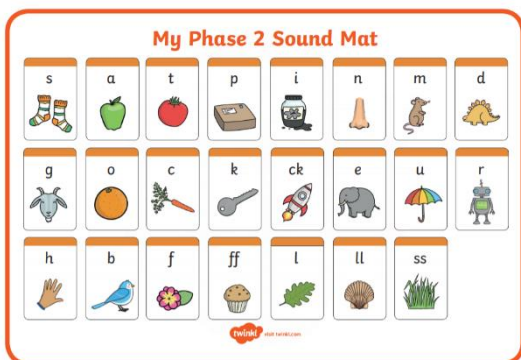
English Termly Expectations: Reception

Revised: November 2022

English Leader: Laila Sahtali

Autumn Expectations

Reading	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Continue a rhyming string. - Hear and say all sounds in CVC words. - Know some of the names and know the sounds of all the letters of the alphabet. - Begin to read the following high frequency words: a, as, at, is, it, in, an, and, can, not, got, dad, on, up, mum, get, his, back, him, had, big, but, off, it, of (phase 2) and: will, went, just, from, help, it's, if, get, them, that, this, then, with, see, children, for, too, into, look (phase 3). - Begin to read common exception words: to, the, I, be, no go (phase 2) and he, we, me, she, was, you, they, my, into, all, are, her, said, so, little, were, out, one, have, when, do, like (phase 3). - Begin to use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. - Read and understand simple captions/sentences. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Talk about the book they have listened to or read. - Discuss a story: settings, events and characters. - Retell a familiar story using pictures on a story map. - Understand and use the correct names for the different parts of a book: cover, title, back cover, blurb, spine, author, illustrator.
Writing	<ul style="list-style-type: none"> - Give meaning to what they draw, write and paint. - Hear and write initial sounds in words. - Use phonic knowledge to write CVC words correctly, beginning to hear and record initial, middle and final sounds. - Write their own name independently. - Sit correctly at a table, holding a pencil comfortably using the tripod grip. - Begin to form lower case letters starting in the correct direction, starting and finishing in the right place in line with Pre-cursive Magic Link. - Begin to write simple captions and begin to leave finger spaces in between words, using knowledge of phonics and common exception words learned. - Show an awareness of punctuating sentences using capital letters and full stops. - Some words in sentences will be spelt correctly or phonetically plausible.



Examples of Children's Writing by the end of the Autumn Term

Begin to form lower case letters correctly, starting and finishing in the right place and on the line.



map



jam



sad

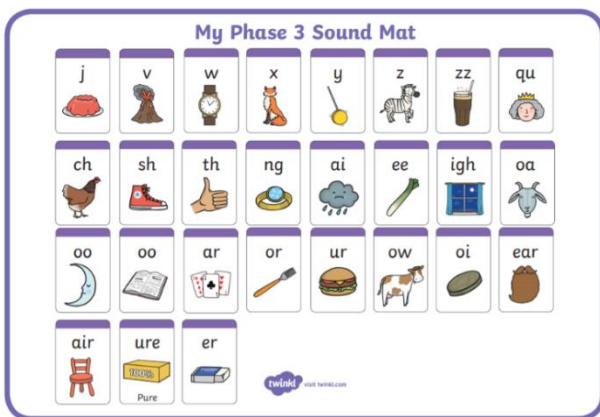


cat ✓

Use phonic knowledge to write CVC words correctly, hearing initial, middle and final sounds.

Spring Expectations

Reading	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Begin to use phonic knowledge to decode words. - Know all the names and sounds of the letters of the alphabet. - Can read the following high frequency words: a, as, at, is, it, in, an, and, can, not, got, dad, on, up, mum, get, his, back, him, had, big, but, off, it, of (phase 2) and: will, went, just, from, help, it's, if, get, them, that, this, then, with, see, children, for, too, into, look, now, down (phase 3). - Can read most common exception words: to, the, I, be, no go (phase 2) and he, we, me, she, was, you, they, my, into, all, are, her, said, so, little, were, out, one, have, when, do, like, some, come, there, what (phase 3/4). - Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. - Know that information can be retrieved from books. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Say how they feel about a story/poem. - Recall the main events in stories they have read. - Talk about themes in a story. - Make predictions based on what they know about the story. - Understand and use vocabulary linked to books e.g. book, cover, blurb, beginning, end, page, blurb, word, letter, line. - Listen to/read a simple sentence and answer questions based on this.
Writing	<ul style="list-style-type: none"> - Can use phonic knowledge to write simple words using taught phase 2/3 sounds. - Can form lower case and capital letters in the correct direction, starting and finishing in the right place in line with Pre-cursive Magic Link. - Begin to punctuate sentences using a capital letter and a full stop. - Begin to use finger spaces in between words when writing a sentence. - Most words are phonetically plausible. - Can write in the style of simple lists, labels and captions to match an image using phonics and knowledge of common exception words learned.



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Examples of Children's Writing by the end of the Spring Term

Write three letter words correctly by hearing sounds in sequence.

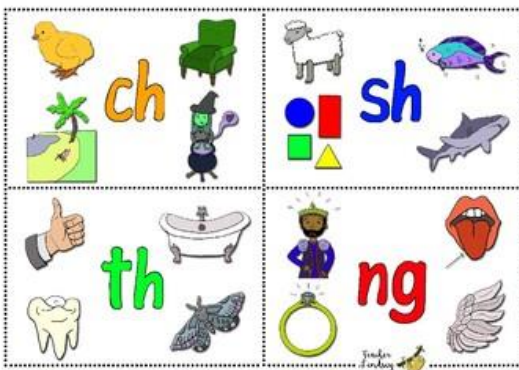
Beginning to use finger spaces between words.

The handwriting practice sheet consists of two rows of lined paper. The first row features a central illustration of a dog's head with a hand patting its head. To the left of the illustration are the letters 'l', 'p', 'f', and 'c' written on the lines. To the right, the words 'pat the dog' are written. 'pat' is underlined in green. 'the' is underlined in green with a pink line above the 'h' and a small 'FS' (finger space) written below it. 'dog' is underlined in green. A green checkmark is visible to the right of the words. The second row features a central illustration of a cat lying on a bed. To the left of the illustration are the letters 'n', 'g', and 'o' written on the lines. To the right, the words 'cat on the bed' are written. 'cat' is underlined in green. 'on' is underlined in green. 'the' is underlined in green. 'bed' is underlined in green. A green checkmark is visible to the right of the words. A blue arrow points from the top-right box to the 'the' in the first example. Another blue arrow points from the top-right box to the 'the' in the second example. A third blue arrow points from the bottom-right box to the 'the' in the second example.

Write correctly the common exception word 'the'.

Summer Expectations

Reading	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Can use phonic knowledge to decode regular words which contain phase 3/4 digraphs. - Can read all the common exception words taught in previous terms (up to phase 4). - Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. - Read and understand a sentence they have written, which can be read and understood by others. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Can describe the main events in a story they have read. - Begin to make predictions based on the events in the text. - Can retell a story using their own words. - Use vocabulary and speech that is influenced by their experience of books.
Writing	<ul style="list-style-type: none"> - Use phonic knowledge to write words containing phase 3/4 digraphs. - Can form all letters (lower case and capitals) in the correct direction and sitting on the line in accordance with Pre-cursive Magic Link. - Can punctuate sentences using capital letters and full stops. - Use finger spaces between words in a sentence. - Independent sentences are legible to themselves and others. - Use adjectives (describing words) in their writing to make more interesting sentences. - Can use conjunctions (joining words) in their writing e.g. and, or, because. - Able to write with stamina, writing two or more sentences independently using learned phonic knowledge and that of common exception words taught. - Begin to write their own stories.



Examples of Children's Writing by the end of the Summer Term

I have got 2 coins.

My hair long.

The manure is on the farm.

The burger is big and fat.

Can punctuate using capital letters and full stops.

Knowledge of phonics to write words with phase 3 digraphs.

Use of conjunctions and adjectives in writing

Wons up on a time ther was
a prinses. She lived in a tower
She was sad. The prince saved
her. She was happy. lived happy
weree and (s)

Writing with stamina independently using phonic knowledge and that of common exception words taught.

Can form all letters in the right direction and sitting on the line.