

LITERACY HOUR – TARGET STATEMENTS - RECORD SHEET.

YEAR 1.

As for Year R plus..

	Group.	NAME.																				
		Date of birth.																				
	Reading age.	/ = . / = .																				
	Spelling age.	/ = . / = .																				
W O R D	PHONICS and SPELLING	Spell words with adjacent consonants e.g. drift																				
		Attempt to spell unfamiliar words using phonemic strategy (including analogy) and graphic knowledge.																				
		Know main spelling choices for each vowel phoneme.																				
		Spell 50 words in Y1/Y2 list in Appendix List 1 in the NLS Framework.																				
	HANDWRITING	Form lower case letters correctly in a script that will be easy to join later.																				
S E N T E N C E	STYLE: Language effects	Begin to use words appropriate to different text forms e.g. story, report or simple instructions.																				
	STYLE: Sentence construction	Write simple sentences independently.																				
		Write questions and statements appropriately.																				
	PUNCTUATION	Use capital letters and full stops when punctuation a single simple sentence.																				
		Begin to use question marks.																				
T E X T	PURPOSE AND ORGANISATION	Write a recount or narrative. Begin to break up the series of events with connectives other than <i>and</i> .																				
		Build on YR – write to communicate meaning –simple recounts, stories that can be re-read, with basic beginning, middle and ending.																				
		Write simple instructions in correct order.																				
		Label information appropriately.																				
	PROCESS	Use language and structures from reading when writing.																				
		Assemble information and ideas from own experience as a basis for writing, as well as generating questions prior to reading/writing.																				
		Begin to rehearse sentences, before writing and re-read during and after writing.																				