



**United Kingdom Standards Alignments**  
Years One through Six



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## United Kingdom Standards Alignments

# Standards List with Aligned Product Skills

The Standards List with Aligned Product Skills Report is a standards-oriented document showing the entire list of standards for the subject and year on the left side of the report with the aligning product objectives on the right side. This alignment report shows the breadth of standards coverage for the purpose and focus of this product.

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Note to educator:

Thank you for your interest in Renaissance Learning™ technology. The attached document contains the alignment between the software and/or instructional materials and the skills described in your National Curriculum or Strategy documentation.

At Renaissance Learning, we recognise the impact that the standards-based reform movement and high-stakes standardized testing has on schools, and we share the concerns of educators and administrators that pupils perform well on high-stakes assessments.

We hope that this report answers your questions regarding the alignment of Renaissance Learning technology and materials to your curriculum. If you have any questions about the attached document, please feel free to call us at 020 7184 4000.

Sincerely,

Renaissance Sales and Funding Staff

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 1, En1-3, Years 1-2, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- En1 SPEAKING AND LISTENING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- SPEAKING</b>		
<b>UK KS1 En1.1.a)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: speak with clear diction and appropriate intonation.		
<b>UK KS1 En1.1.b)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: choose words with precision.		
<b>UK KS1 En1.1.c)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: organise what they say.		
<b>UK KS1 En1.1.d)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: focus on the main point(s).		
<b>UK KS1 En1.1.e)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: include relevant detail.		
<b>UK KS1 En1.1.f)</b> - To speak clearly, fluently and confidently to different people, pupils should be taught to: take into account the needs of their listeners.		
<b>- LISTENING</b>		
<b>UK KS1 En1.2.a)</b> - To listen, understand and respond to others, pupils should be taught to: sustain concentration.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 20</b> - OP20 Focusing on challenging information
		<b>Skill 21</b> - OP21 Working independently
		<b>Skill 22</b> - OP22 Testing without frustration
<b>UK KS1 En1.2.b)</b> - To listen, understand and respond to others, pupils should be taught to: remember specific points that interest them.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En1.2.c)</b> - To listen, understand and respond to others, pupils should be taught to: make relevant comments.		
<b>UK KS1 En1.2.d)</b> - To listen, understand and respond to others, pupils should be taught to: listen to others' reactions.		
<b>UK KS1 En1.2.e)</b> - To listen, understand and respond to others, pupils should be taught to: ask questions to clarify their understanding.		
<b>UK KS1 En1.2.f)</b> - To listen, understand and respond to others, pupils should be taught to: identify and respond to sound patterns in language [for example, alliteration, rhyme, word play].	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 1</b> - PA01 Rhyming words
		<b>Skill 2</b> - PA02 Blending word parts
		<b>Skill 3</b> - PA03 Blending phonemes
		<b>Skill 4</b> - PA04 Sound discrimination (beginning, medial, ending)
	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 9</b> - PH09 Word families
<b>- GROUP DISCUSSION AND INTERACTION</b>		
<b>UK KS1 En1.3.a)</b> - To join in as members of a group, pupils should be taught to: take turns in speaking.		
<b>UK KS1 En1.3.b)</b> - To join in as members of a group, pupils should be taught to: relate their contributions to what has gone on before.		
<b>UK KS1 En1.3.c)</b> - To join in as members of a group, pupils should be taught to: take different views into account.		
<b>UK KS1 En1.3.d)</b> - To join in as members of a group, pupils should be taught to: extend their ideas in the light of discussion.		
<b>UK KS1 En1.3.e)</b> - To join in as members of a group, pupils should be taught to: give reasons for opinions and actions.		
<b>- DRAMA</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En1.4.a)</b> - To participate in a range of drama activities, pupils should be taught to: use language and actions to explore and convey situations, characters and emotions.		
<b>UK KS1 En1.4.b)</b> - To participate in a range of drama activities, pupils should be taught to: create and sustain roles individually and when working with others.		
<b>UK KS1 En1.4.c)</b> - To participate in a range of drama activities, pupils should be taught to: comment constructively on drama they have watched or in which they have taken part.		
<b>- STANDARD ENGLISH</b>		
<b>UK KS1 En1.5.</b> - Pupils should be introduced to some of the main features of spoken standard English and be taught to use them.		
<b>- LANGUAGE VARIATION</b>		
<b>UK KS1 En1.6.a)</b> - Pupils should be taught about how speech varies: in different circumstances [for example, to reflect on how their speech changes in more formal situations].		
<b>UK KS1 En1.6.b)</b> - Pupils should be taught about how speech varies: to take account of different listeners [for example, adapting what they say when speaking to people they do not know].		
<b>- En2 READING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- READING STRATEGIES</b>		
<b>- PHONEMIC AWARENESS AND PHONIC KNOWLEDGE</b>		
<b>UK KS1 En2.1.a)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: hear, identify, segment and blend phonemes in words.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 3</b> - PA03 Blending phonemes

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En2.1.b)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: sound and name the letters of the alphabet.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 2</b> - OP02 Recognising letters and words in print
		<b>Skill 3</b> - OP03 Recognising sounds of the alphabet
		<b>Skill 4</b> - OP04 Identifying letter sounds
		<b>Skill 3</b> - GK03 Naming letters
	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 4</b> - GK04 Recognising letter sounds
	<b>Skill Area 4</b> - General Readiness (GR)	<b>Skill 4</b> - GR04 Words and letters
<b>UK KS1 En2.1.c)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: link sound and letter patterns, exploring rhyme, alliteration and other sound patterns.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 5</b> - OP05 Using letter sounds for reading letters and words
		<b>Skill 1</b> - PA01 Rhyming words
<b>UK KS1 En2.1.d)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: identify syllables in words.		
<b>UK KS1 En2.1.e)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: recognise that the same sounds may have different spellings and that the same spellings may relate to different sounds.		
<b>- WORD RECOGNITION AND GRAPHIC KNOWLEDGE</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En2.1.f)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: read on sight high-frequency words and other familiar words.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 8</b> - OP08 Recognising high-frequency words
		<b>Skill 16</b> - OP16 Developing fluency and automaticity
		<b>Skill 23</b> - OP23 Increasing reading efficiency
<b>UK KS1 En2.1.g)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: recognise words with common spelling patterns.	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 9</b> - PH09 Word families
	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 14</b> - OP14 Decoding words
		<b>Skill Area 6</b> - Phonics (PH)
<b>Skill 10</b> - PH10 Consonant blends		
<b>UK KS1 En2.1.h)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: recognise specific parts of words, including prefixes, suffixes, inflectional endings, plurals.	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 11</b> - PH11 Consonant clusters
		<b>Skill 12</b> - PH12 Consonant digraphs
		<b>Skill 1</b> - RA01 Word reading
		<b>Skill Area 8</b> - Structural Analysis (SA)
<b>UK KS1 En2.1.h)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: recognise specific parts of words, including prefixes, suffixes, inflectional endings, plurals.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 7</b> - OP07 Building words
		<b>Skill 15</b> - OP15 Recognising and analysing words
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill 20</b> - OP20 Focusing on challenging information
	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 1</b> - SA01 Word finding
		<b>Skill 3</b> - SA03 Compound words
<b>- GRAMMATICAL AWARENESS</b>		
<b>UK KS1 En2.1.i)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: understand how word order affects meaning.		
<b>UK KS1 En2.1.j)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: decipher new words, and confirm or check meaning.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 14</b> - OP14 Decoding words
		<b>Skill 15</b> - OP15 Recognising and analysing words
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks
		<b>Skill 20</b> - OP20 Focusing on challenging information
		<b>Skill 21</b> - OP21 Working independently
	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
		<b>Skill 3</b> - RA03 Paragraph reading
	<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 2</b> - SA02 Word building
<b>UK KS1 En2.1.k)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: work out the sense of a sentence by rereading or reading ahead.		
<b>- CONTEXTUAL UNDERSTANDING</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En2.1.l)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: focus on meaning derived from the text as a whole.		
<b>UK KS1 En2.1.m)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: use their knowledge of book conventions, structure, sequence and presentational devices.		
<b>UK KS1 En2.1.n)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: draw on their background knowledge and understanding of the content.		
<b>- READING FOR INFORMATION</b>		
<b>UK KS1 En2.2.a)</b> - Pupils should be taught to: use the organisational features of non-fiction texts, including captions, illustrations, contents, index and chapters, to find information.		
<b>UK KS1 En2.2.b)</b> - Pupils should be taught to: understand that texts about the same topic may contain different information or present similar information in different ways.		
<b>UK KS1 En2.2.c)</b> - Pupils should be taught to: use reference materials for different purposes.		
<b>- LITERATURE</b>		
<b>UK KS1 En2.3.a)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: identify and describe characters, events and settings in fiction.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En2.3.b)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: use their knowledge of sequence and story language when they are retelling stories and predicting events.		
<b>UK KS1 En2.3.c)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: express preferences, giving reasons.		
<b>UK KS1 En2.3.d)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: learn, recite and act out stories and poems.		
<b>UK KS1 En2.3.e)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: identify patterns of rhythm, rhyme and sounds in poems and their effects.		
<b>UK KS1 En2.3.f)</b> - To develop their understanding of fiction, poetry and drama, pupils should be taught to: respond imaginatively in different ways to what they read [for example, using the characters from a story in drama, writing poems based on ones they read, showing their understanding through art or music].		
<b>- LANGUAGE STRUCTURE AND VARIATION</b>		
<b>UK KS1 En2.4.</b> - To read texts with greater accuracy and understanding, pupils should be taught about the characteristics of different types of text [for example, beginnings and endings in stories, use of captions].		
<b>- En3 WRITING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- COMPOSITION</b>		
<b>UK KS1 En3.1.a)</b> - Pupils should be taught to: use adventurous and wide-ranging vocabulary.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En3.1.b)</b> - Pupils should be taught to: sequence events and recount them in appropriate detail.		
<b>UK KS1 En3.1.c)</b> - Pupils should be taught to: put their ideas into sentences.		
<b>UK KS1 En3.1.d)</b> - Pupils should be taught to: use a clear structure to organise their writing.		
<b>UK KS1 En3.1.e)</b> - Pupils should be taught to: vary their writing to suit the purpose and reader.		
<b>UK KS1 En3.1.f)</b> - Pupils should be taught to: use the texts they read as models for their own writing.		
<b>- PLANNING AND DRAFTING</b>		
<b>UK KS1 En3.2.a)</b> - Working with the teacher and with others, in order to develop their writing, pupils should be taught to: write familiar words and attempt unfamiliar ones.		
<b>UK KS1 En3.2.b)</b> - Working with the teacher and with others, in order to develop their writing, pupils should be taught to: assemble and develop ideas on paper and on screen.		
<b>UK KS1 En3.2.c)</b> - Working with the teacher and with others, in order to develop their writing, pupils should be taught to: plan and review their writing, discussing the quality of what is written.		
<b>UK KS1 En3.2.d)</b> - Working with the teacher and with others, in order to develop their writing, pupils should be taught to: write extended texts, with support [for example, using the teacher as writer].		
<b>- PUNCTUATION</b>		
<b>UK KS1 En3.3.a)</b> - Pupils should be taught: how punctuation helps a reader understand what is written.		
<b>UK KS1 En3.3.b)</b> - Pupils should be taught: the connections between punctuation and sentence structure, intonation and emphasis.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En3.3.c)</b> - Pupils should be taught: to use capital letters, full stops, question marks and to begin to use commas.		
<b>- SPELLING</b>		
<b>- SPELLING STRATEGIES</b>		
<b>UK KS1 En3.4.a)</b> - Pupils should be taught to: write each letter of the alphabet.		
<b>UK KS1 En3.4.b)</b> - Pupils should be taught to: use their knowledge of sound-symbol relationships and phonological patterns [for example, consonant clusters and vowel phonemes].		
<b>UK KS1 En3.4.c)</b> - Pupils should be taught to: recognise and use simple spelling patterns.		
<b>UK KS1 En3.4.d)</b> - Pupils should be taught to: write common letter strings.		
<b>UK KS1 En3.4.e)</b> - Pupils should be taught to: spell common words.		
<b>UK KS1 En3.4.f)</b> - Pupils should be taught to: spell words with common prefixes and inflectional endings.		
<b>- CHECKING SPELLING</b>		
<b>UK KS1 En3.4.g)</b> - Pupils should be taught to: check the accuracy of their spelling, using word banks and dictionaries.		
<b>UK KS1 En3.4.h)</b> - Pupils should be taught to: use their knowledge of word families and other words.		
<b>UK KS1 En3.4.i)</b> - Pupils should be taught to: identify reasons for misspellings.		
<b>- HANDWRITING AND PRESENTATION</b>		
<b>- HANDWRITING</b>		
<b>UK KS1 En3.5.a)</b> - In order to develop a legible style, pupils should be taught: how to hold a pencil/pen.		
<b>UK KS1 En3.5.b)</b> - In order to develop a legible style, pupils should be taught: to write from left to right and top to bottom of a page.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En3.5.c)</b> - In order to develop a legible style, pupils should be taught: to start and finish letters correctly.		
<b>UK KS1 En3.5.d)</b> - In order to develop a legible style, pupils should be taught: to form letters of regular size and shape.		
<b>UK KS1 En3.5.e)</b> - In order to develop a legible style, pupils should be taught: to put regular spaces between letters and words.		
<b>UK KS1 En3.5.f)</b> - In order to develop a legible style, pupils should be taught: how to form lower- and upper-case letters.		
<b>UK KS1 En3.5.g)</b> - In order to develop a legible style, pupils should be taught: how to join letters.		
<b>- PRESENTATION</b>		
<b>UK KS1 En3.5.h)</b> - In order to develop a legible style, pupils should be taught: the importance of clear and neat presentation in order to communicate their meaning effectively.		
<b>- STANDARD ENGLISH</b>		
<b>UK KS1 En3.6.</b> - Pupils should be taught some of the grammatical features of written standard English.		
<b>- LANGUAGE STRUCTURE</b>		
<b>UK KS1 En3.7.a)</b> - In composing their own texts, pupils should be taught to consider: how word choice and order are crucial to meaning.		
<b>UK KS1 En3.7.b)</b> - In composing their own texts, pupils should be taught to consider: the nature and use of nouns, verbs and pronouns.		
<b>UK KS1 En3.7.c)</b> - In composing their own texts, pupils should be taught to consider: how ideas may be linked in sentences and how sequences of sentences fit together.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- En1 SPEAKING AND LISTENING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- SPEAKING</b>		
<b>UK KS2 En1.1.a)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: use vocabulary and syntax that enables them to communicate more complex meanings.		
<b>UK KS2 En1.1.b)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects].		
<b>UK KS2 En1.1.c)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: choose material that is relevant to the topic and to the listeners.		
<b>UK KS2 En1.1.d)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: show clear shape and organisation with an introduction and an ending.		
<b>UK KS2 En1.1.e)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: speak audibly and clearly, using spoken standard English in formal contexts.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En1.1.f)</b> - To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to: evaluate their speech and reflect on how it varies.		
<b>- LISTENING</b>		
<b>UK KS2 En1.2.a)</b> - To listen, understand and respond appropriately to others, pupils should be taught to: identify the gist of an account or key points in a discussion and evaluate what they hear.		
<b>UK KS2 En1.2.b)</b> - To listen, understand and respond appropriately to others, pupils should be taught to: ask relevant questions to clarify, extend and follow up ideas.		
<b>UK KS2 En1.2.c)</b> - To listen, understand and respond appropriately to others, pupils should be taught to: recall and re-present important features of an argument, talk, reading, radio or television programme, film.		
<b>UK KS2 En1.2.d)</b> - To listen, understand and respond appropriately to others, pupils should be taught to: identify features of language used for a specific purpose [for example, to persuade, instruct or entertain].		
<b>UK KS2 En1.2.e)</b> - To listen, understand and respond appropriately to others, pupils should be taught to: respond to others appropriately, taking into account what they say.		
<b>- GROUP DISCUSSION AND INTERACTION</b>		
<b>UK KS2 En1.3.a)</b> - To talk effectively as members of a group, pupils should be taught to: make contributions relevant to the topic and take turns in discussion.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En1.3.b)</b> - To talk effectively as members of a group, pupils should be taught to: vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions.		
<b>UK KS2 En1.3.c)</b> - To talk effectively as members of a group, pupils should be taught to: qualify or justify what they think after listening to others' questions or accounts.		
<b>UK KS2 En1.3.d)</b> - To talk effectively as members of a group, pupils should be taught to: deal politely with opposing points of view and enable discussion to move on.		
<b>UK KS2 En1.3.e)</b> - To talk effectively as members of a group, pupils should be taught to: take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson.		
<b>UK KS2 En1.3.f)</b> - To talk effectively as members of a group, pupils should be taught to: use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.		
<b>- DRAMA</b>		
<b>UK KS2 En1.4.a)</b> - To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: create, adapt and sustain different roles, individually and in groups.		

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United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En1.4.b)</b> - To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script.		
<b>UK KS2 En1.4.c)</b> - To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: use dramatic techniques to explore characters and issues [for example, hot seating, flashback].		
<b>UK KS2 En1.4.d)</b> - To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to: evaluate how they and others have contributed to the overall effectiveness of performances.		
<b>- STANDARD ENGLISH</b>		
<b>UK KS2 En1.5.</b> - Pupils should be taught the grammatical constructions that are characteristic of spoken standard English and to apply this knowledge appropriately in a range of contexts.		
<b>- LANGUAGE VARIATION</b>		
<b>UK KS2 En1.6.a)</b> - Pupils should be taught about how language varies: according to context and purpose [for example, choice of vocabulary in more formal situations].		
<b>UK KS2 En1.6.b)</b> - Pupils should be taught about how language varies: between standard and dialect forms [for example, in drama, the effect of using standard or dialect forms].		

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United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En1.6.c)</b> - Pupils should be taught about how language varies: between spoken and written forms [for example, the differences between transcribed speech, direct speech and reported speech].		
<b>- En2 READING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- READING STRATEGIES</b>		
<b>UK KS2 En2.1.a)</b> - To read with fluency, accuracy and understanding, pupils should be taught to use: phonemic awareness and phonic knowledge.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 3</b> - OP03 Recognising sounds of the alphabet
		<b>Skill 4</b> - OP04 Identifying letter sounds
		<b>Skill 5</b> - OP05 Using letter sounds for reading letters and words
	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 3</b> - GK03 Naming letters
		<b>Skill 4</b> - GK04 Recognising letter sounds
	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 1</b> - PA01 Rhyming words
		<b>Skill 2</b> - PA02 Blending word parts
		<b>Skill 3</b> - PA03 Blending phonemes
		<b>Skill 4</b> - PA04 Sound discrimination (beginning, medial, ending)
		<b>Skill 5</b> - PA05 Word length (oral)
		<b>Skill 6</b> - PA06 Missing sounds
	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 1</b> - PH01 Long vowels
		<b>Skill 2</b> - PH02 Short vowels
		<b>Skill 3</b> - PH03 Beginning consonants
		<b>Skill 4</b> - PH04 Ending consonants
		<b>Skill 5</b> - PH05 Consonant replacement
		<b>Skill 6</b> - PH06 Vowel replacement
		<b>Skill 7</b> - PH07 Medial short vowels
		<b>Skill 8</b> - PH08 Medial long vowels
		<b>Skill 9</b> - PH09 Word families
		<b>Skill 10</b> - PH10 Consonant blends
		<b>Skill 11</b> - PH11 Consonant clusters
		<b>Skill 12</b> - PH12 Consonant digraphs

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United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Early Literacy			
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>		
		<b>Skill 13</b> - PH13 Consonant substitution		
<b>UK KS2 En2.1.b)</b> - To read with fluency, accuracy and understanding, pupils should be taught to use: word recognition and graphic knowledge.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy		
		<b>Skill 2</b> - OP02 Recognising letters and words in print		
		<b>Skill 7</b> - OP07 Building words		
		<b>Skill 8</b> - OP08 Recognising high-frequency words		
		<b>Skill 9</b> - OP09 Recognising irregular words		
		<b>Skill 15</b> - OP15 Recognising and analysing words		
		<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 1</b> - GK01 Matching upper and lower case letters	
			<b>Skill 3</b> - GK03 Naming letters	
		<b>Skill Area 4</b> - General Readiness (GR)	<b>Skill 1</b> - GR01 Word length (written)	
			<b>Skill 3</b> - GR03 Differentiating letters	
				<b>Skill 4</b> - GR04 Words and letters
		<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading	
			<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 1</b> - SA01 Word finding
		<b>Skill 2</b> - SA02 Word building		
<b>Skill 3</b> - SA03 Compound words				
<b>UK KS2 En2.1.c)</b> - To read with fluency, accuracy and understanding, pupils should be taught to use: knowledge of grammatical structures.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 6</b> - OP06 Drawing meaning from text		
		<b>Skill 10</b> - OP10 Understanding words in context		
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks		
		<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 2</b> - RA02 Sentence reading	
			<b>Skill 3</b> - RA03 Paragraph reading	
<b>UK KS2 En2.1.d)</b> - To read with fluency, accuracy and understanding, pupils should be taught to use: contextual understanding.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 10</b> - OP10 Understanding words in context		
		<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 2</b> - RA02 Sentence reading	
			<b>Skill 3</b> - RA03 Paragraph reading	

<b>Standards List with Aligned Product Skills</b>		
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United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- UNDERSTANDING TEXTS</b>		
<b>UK KS2 En2.2.a)</b> - Pupils should be taught to: use inference and deduction.		
<b>UK KS2 En2.2.b)</b> - Pupils should be taught to: look for meaning beyond the literal.		
<b>UK KS2 En2.2.c)</b> - Pupils should be taught to: make connections between different parts of a text [for example, how stories begin and end, what has been included and omitted in information writing].		
<b>UK KS2 En2.2.d)</b> - Pupils should be taught to: use their knowledge of other texts they have read.		
<b>- READING FOR INFORMATION</b>		
<b>UK KS2 En2.3.a)</b> - Pupils should be taught to: scan texts to find information.		
<b>UK KS2 En2.3.b)</b> - Pupils should be taught to: skim for gist and overall impression.		
<b>UK KS2 En2.3.c)</b> - Pupils should be taught to: obtain specific information through detailed reading.		
<b>UK KS2 En2.3.d)</b> - Pupils should be taught to: draw on different features of texts, including print, sound and image, to obtain meaning.		
<b>UK KS2 En2.3.e)</b> - Pupils should be taught to: use organisational features and systems to find texts and information.		
<b>UK KS2 En2.3.f)</b> - Pupils should be taught to: distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information].		
<b>UK KS2 En2.3.g)</b> - Pupils should be taught to: consider an argument critically.		
<b>- LITERATURE</b>		

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United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En2.4.a)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: recognise the choice, use and effect of figurative language, vocabulary and patterns of language.		
<b>UK KS2 En2.4.b)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: identify different ways of constructing sentences and their effects.		
<b>UK KS2 En2.4.c)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: identify how character and setting are created, and how plot, narrative structure and themes are developed.		
<b>UK KS2 En2.4.d)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: recognise the differences between author, narrator and character.		
<b>UK KS2 En2.4.e)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: evaluate ideas and themes that broaden perspectives and extend thinking.		
<b>UK KS2 En2.4.f)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: consider poetic forms and their effects.		
<b>UK KS2 En2.4.g)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: express preferences and support their views by reference to texts.		
<b>UK KS2 En2.4.h)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: respond imaginatively, drawing on the whole text and other reading.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En2.4.i)</b> - To develop understanding and appreciation of literary texts, pupils should be taught to: read stories, poems and plays aloud.		
<b>- NON-FICTION AND NON-LITERARY TEXTS</b>		
<b>UK KS2 En2.5.a)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: identify the use and effect of specialist vocabulary.		
<b>UK KS2 En2.5.b)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: identify words associated with reason, persuasion, argument, explanation, instruction and description.		
<b>UK KS2 En2.5.c)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: recognise phrases and sentences that convey a formal, impersonal tone.		
<b>UK KS2 En2.5.d)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: identify links between ideas and sentences in non-chronological writing.		
<b>UK KS2 En2.5.e)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: understand the structural and organisational features of different types of text [for example, paragraphing, subheadings, links in hypertext].		
<b>UK KS2 En2.5.f)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: evaluate different formats, layouts and presentational devices [for example, tables, bullet points, icons].		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En2.5.g)</b> - To develop understanding and appreciation of non-fiction and non-literary texts, pupils should be taught to: engage with challenging and demanding subject matter.		
<b>- LANGUAGE STRUCTURE AND VARIATION</b>		
<b>UK KS2 En2.6.</b> - To read texts with greater accuracy and understanding, pupils should be taught to identify and comment on features of English at word, sentence and text level, using appropriate terminology [for example, how adjectives and adverbs contribute to overall effect, the use of varying sentence length and structure, connections between chapters or sections].		
<b>- En3 WRITING</b>		
<b>- KNOWLEDGE, SKILLS AND UNDERSTANDING</b>		
<b>- COMPOSITION</b>		
<b>UK KS2 En3.1.a)</b> - Pupils should be taught to: choose form and content to suit a particular purpose [for example, notes to read or organise thinking, plans for action, poetry for pleasure].		
<b>UK KS2 En3.1.b)</b> - Pupils should be taught to: broaden their vocabulary and use it in inventive ways.		
<b>UK KS2 En3.1.c)</b> - Pupils should be taught to: use language and style that are appropriate to the reader.		
<b>UK KS2 En3.1.d)</b> - Pupils should be taught to: use and adapt the features of a form of writing, drawing on their reading.		
<b>UK KS2 En3.1.e)</b> - Pupils should be taught to: use features of layout, presentation and organisation effectively.		
<b>- PLANNING AND DRAFTING</b>		

<b>Standards List with Aligned Product Skills</b>		
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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En3.2.a)</b> - To develop their writing on paper and on screen, pupils should be taught to: plan - note and develop initial ideas.		
<b>UK KS2 En3.2.b)</b> - To develop their writing on paper and on screen, pupils should be taught to: draft - develop ideas from the plan into structured written text.		
<b>UK KS2 En3.2.c)</b> - To develop their writing on paper and on screen, pupils should be taught to: revise - change and improve the draft.		
<b>UK KS2 En3.2.d)</b> - To develop their writing on paper and on screen, pupils should be taught to: proofread - check the draft for spelling and punctuation errors, omissions and repetitions.		
<b>UK KS2 En3.2.e)</b> - To develop their writing on paper and on screen, pupils should be taught to: present - prepare a neat, correct and clear final copy.		
<b>UK KS2 En3.2.f)</b> - To develop their writing on paper and on screen, pupils should be taught to: discuss and evaluate their own and others' writing.		
<b>- PUNCTUATION</b>		
<b>UK KS2 En3.3.</b> - Pupils should be taught to use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission.		
<b>- SPELLING</b>		
<b>- SPELLING STRATEGIES</b>		
<b>UK KS2 En3.4.a)</b> - Pupils should be taught: to sound out phonemes.		
<b>UK KS2 En3.4.b)</b> - Pupils should be taught: to analyse words into syllables and other known words.		
<b>UK KS2 En3.4.c)</b> - Pupils should be taught: to apply knowledge of spelling conventions.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En3.4.d)</b> - Pupils should be taught: to use knowledge of common letter strings, visual patterns and analogies.		
<b>UK KS2 En3.4.e)</b> - Pupils should be taught: to check their spelling using word banks, dictionaries and spellcheckers.		
<b>UK KS2 En3.4.f)</b> - Pupils should be taught: to revise and build on their knowledge of words and spelling patterns.		
<b>- MORPHOLOGY</b>		
<b>UK KS2 En3.4.g)</b> - Pupils should be taught: the meaning, use and spelling of common prefixes and suffixes.		
<b>UK KS2 En3.4.h)</b> - Pupils should be taught: the spelling of words with inflectional endings.		
<b>UK KS2 En3.4.i)</b> - Pupils should be taught: the relevance of word families, roots and origins of words.		
<b>UK KS2 En3.4.j)</b> - Pupils should be taught: the use of appropriate terminology, including vowel, consonant, homophone and syllable.		
<b>- HANDWRITING AND PRESENTATION</b>		
<b>UK KS2 En3.5.a)</b> - Pupils should be taught to: write legibly in both joined and printed styles with increasing fluency and speed.		
<b>UK KS2 En3.5.b)</b> - Pupils should be taught to: use different forms of handwriting for different purposes [for example, print for labelling maps or diagrams, a clear, neat hand for finished presented work, a faster script for notes].		
<b>- STANDARD ENGLISH</b>		
<b>UK KS2 En3.6.a)</b> - Pupils should be taught: how written standard English varies in degrees of formality [for example, differences between a letter to a friend about a school trip and a report for display].		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En3.6.b)</b> - Pupils should be taught: some of the differences between standard and non-standard English usage, including subject-verb agreements and use of prepositions.		
<b>- LANGUAGE STRUCTURE</b>		
<b>UK KS2 En3.7.a)</b> - Pupils should be taught: word classes and the grammatical functions of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles.		
<b>UK KS2 En3.7.b)</b> - Pupils should be taught: the features of different types of sentence, including statements, questions and commands, and how to use them [for example, imperatives in commands].		
<b>UK KS2 En3.7.c)</b> - Pupils should be taught: the grammar of complex sentences, including clauses, phrases and connectives.		
<b>UK KS2 En3.7.d)</b> - Pupils should be taught: the purposes and organisational features of paragraphs, and how ideas can be linked.		