



**United Kingdom Standards Alignments**  
Years Zero through Three



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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, ELA, 1998, Y0, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>		
<b>- PHONOLOGICAL AWARENESS, PHONICS AND SPELLING</b>		
<b>UK YR W1.a</b> - Pupils should be taught: to understand and be able to rhyme through: recognising, exploring and working with rhyming patterns, e.g. learning nursery rhymes.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 1</b> - PA01 Rhyming words
<b>UK YR W1.b</b> - Pupils should be taught: to understand and be able to rhyme through: extending these patterns by analogy, generating new and invented words in speech and spelling.		
<b>UK YR W2.a</b> - Pupils should be taught: knowledge of grapheme/phoneme correspondences through: hearing and identifying initial sounds in words.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 4</b> - OP04 Identifying letter sounds
	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 4</b> - PA04 Sound discrimination (beginning, medial, ending)
	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 3</b> - PH03 Beginning consonants
<b>UK YR W2.b</b> - Pupils should be taught: knowledge of grapheme/phoneme correspondences through: reading letter(s) that represent(s) the sound(s): a-z, ch, sh, th.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 4</b> - OP04 Identifying letter sounds
	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 2</b> - GK02 The alphabet
		<b>Skill 3</b> - GK03 Naming letters
		<b>Skill 4</b> - GK04 Recognising letter sounds
	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 10</b> - PH10 Consonant blends
<b>UK YR W2.c</b> - Pupils should be taught: knowledge of grapheme/phoneme correspondences through: writing each letter in response to each sound: a-z, ch, sh, th.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK YR W2.d</b> - Pupils should be taught: knowledge of grapheme/phoneme correspondences through: identifying and writing initial and dominant phonemes in spoken words.		
<b>UK YR W2.e</b> - Pupils should be taught: knowledge of grapheme/phoneme correspondences through: identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. fit, mat, pan.		
<b>UK YR W3.a</b> - Pupils should be taught: alphabetic and phonic knowledge through: sounding and naming each letter of the alphabet in lower and upper case.		
<b>UK YR W3.b</b> - Pupils should be taught: alphabetic and phonic knowledge through: writing letters in response to letter names.		
<b>UK YR W3.c</b> - Pupils should be taught: alphabetic and phonic knowledge through: understanding alphabetical order through alphabet books, rhymes, and songs.	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 5</b> - GK05 Alphabetical order
<b>UK YR W4.a</b> - Pupils should be taught: to link sound and spelling patterns by: using knowledge of rhyme to identify families of rhyming CVC words, e.g. hop, top, mop; fat, mat, pat, etc.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 1</b> - PA01 Rhyming words
<b>UK YR W4.b</b> - Pupils should be taught: to link sound and spelling patterns by: discriminating 'onsets' from 'rimes' in speech and spelling, e.g. 'tip', 'sip', 'skip', 'flip', 'chip'.	<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 8</b> - Structural Analysis (SA)	<b>Skill 1</b> - SA01 Word finding
		<b>Skill 2</b> - SA02 Word building
<b>UK YR W4.c</b> - Pupils should be taught: to link sound and spelling patterns by: identifying alliteration in known and new and invented words.		

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<b>- WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING</b>		
<b>UK YR W5</b> - Pupils should be taught: to read on sight a range of familiar words, e.g. children's names, captions, labels, and words from favourite books.		
<b>UK YR W6</b> - Pupils should be taught: to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1.	<b>Skill Area 1</b> - Overall Product (OP)	<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>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 9</b> - Vocabulary (VO)	<b>Skill 1</b> - VO01 Picture vocabulary: high frequency words
<b>UK YR W7</b> - Pupils should be taught: to read on sight the words from texts of appropriate difficulty.		
<b>UK YR W8</b> - Pupils should be taught: to read and write own name and explore other words related to the spelling of own name.		
<b>UK YR W9</b> - Pupils should be taught: to recognise the critical features of words, e.g. shape, length, and common spelling patterns.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
	<b>Skill Area 4</b> - General Readiness (GR)	<b>Skill 1</b> - GR01 Word length (written)
		<b>Skill 7</b> - GR07 Word boundaries
	<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>- VOCABULARY EXTENSION</b>		
<b>UK YR W10</b> - Pupils should be taught: new words from their reading and shared experiences.		
<b>UK YR W11</b> - Pupils should be taught: to make collections of personal interest or significant words and words linked to particular topics.		
<b>- HANDWRITING</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK YR W12</b> - Pupils should be taught: to use a comfortable and efficient pencil grip.		
<b>UK YR W13</b> - Pupils should be taught: to produce a controlled line which supports letter formation.		
<b>UK YR W14</b> - Pupils should be taught: to write letters using the correct sequence of movements.		
<b>- SENTENCE LEVEL WORK:</b> <b>Grammar and punctuation</b>		
<b>- GRAMMATICAL AWARENESS</b>		
<b>UK YR S1</b> - Pupils should be taught: to expect written text to make sense and to check for sense if it does not.		
<b>UK YR S2</b> - Pupils should be taught: to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories.	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 2</b> - RA02 Sentence reading
<b>UK YR S3</b> - Pupils should be taught: that words are ordered left to right and need to be read that way to make sense.	<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 Area 7</b> - Reading Accuracy (RA)	<b>Skill 2</b> - RA02 Sentence reading
<b>UK YR S4</b> - Pupils should be taught: to use a capital letter for the start of own name.		
<b>- TEXT LEVEL WORK:</b> <b>Comprehension and composition</b>		
<b>- READING</b>		
<b>- UNDERSTANDING OF PRINT</b>		
<b>UK YR T1.a</b> - Pupils should be taught: through shared reading: to recognise printed and handwritten words in a variety of settings, e.g. stories, notes, registers, labels, signs, notices, letters, forms, lists, directions, advertisements, newspapers.		
<b>UK YR T1.b</b> - Pupils should be taught: through shared reading: that words can be written down to be read again for a wide range of purposes.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK YR T1.c</b> - Pupils should be taught: through shared reading: to understand and use correctly terms about books and print: book, cover, beginning, end, page, line, word, letter, title.		
<b>UK YR T1.d</b> - Pupils should be taught: through shared reading: to track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words.		
<b>- READING COMPREHENSION</b>		
<b>UK YR T2</b> - Pupils should be taught: to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 6</b> - OP06 Drawing meaning from text
<b>UK YR T3</b> - Pupils should be taught: to re-read a text to provide context cues to help read unfamiliar words.		
<b>UK YR T4</b> - Pupils should be taught: to notice the difference between spoken and written forms through re-telling known stories; to compare 'told' versions with what the book 'says'.		
<b>UK YR T5</b> - Pupils should be taught: to understand how story book language works and to use some formal elements when re-telling stories, e.g. 'Once there was ...', 'She lived in a little ...', 'he replied ...'.		
<b>UK YR T6</b> - Pupils should be taught: to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing.		
<b>UK YR T7</b> - Pupils should be taught: to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.		



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<b>UK YR T8</b> - Pupils should be taught: to locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. "I'm a troll ...", "You can't catch me I'm the Gingerbread Man ...", speech-bubbles, italicised, enlarged words.		
<b>UK YR T9</b> - Pupils should be taught: to be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.		
<b>UK YR T10</b> - Pupils should be taught: to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns.		
<b>- WRITING</b>		
<b>- UNDERSTANDING OF PRINT</b>		
<b>UK YR T11.a</b> - Pupils should be taught: through shared writing: to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories.		
<b>UK YR T11.b</b> - Pupils should be taught: through shared writing: to understand that writing remains constant, i.e. will always 'say' the same thing.		
<b>UK YR T11.c</b> - Pupils should be taught: through shared writing: to distinguish between writing and drawing in books and in own work.		
<b>UK YR T11.d</b> - Pupils should be taught: through shared writing: to understand how writing is formed directionally, a word at a time.		
<b>UK YR T11.e</b> - Pupils should be taught: through shared writing: to understand how letters are formed and used to spell words.		
<b>UK YR T11.f</b> - Pupils should be taught: through shared writing: to apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written.		
<b>- COMPOSITION</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK YR T12.a</b> - Pupils should be taught: through guided and independent writing: to experiment with writing in a variety of play, exploratory and role-play situations.		
<b>UK YR T12.b</b> - Pupils should be taught: through guided and independent writing: to write their own names.		
<b>UK YR T12.c</b> - Pupils should be taught: through guided and independent writing: to write labels or captions for pictures and drawings.		
<b>UK YR T12.d</b> - Pupils should be taught: through guided and independent writing: to write sentences to match pictures or sequences of pictures.		
<b>UK YR T12.e</b> - Pupils should be taught: through guided and independent writing: to experiment with writing and recognise how their own version matches and differs from conventional version, e.g. through teacher response and transcription.		
<b>UK YR T13</b> - Pupils should be taught: to think about and discuss what they intend to write, ahead of writing it.		
<b>UK YR T14</b> - Pupils should be taught: to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults.		
<b>UK YR T15</b> - Pupils should be taught: to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>		
<b>- PHONOLOGICAL AWARENESS, PHONICS AND SPELLING</b>		
<b>UK Y1T1 W1.a</b> - Pupils should be taught: from YR, to practise and secure the ability to rhyme, and to relate this to spelling patterns through: exploring and playing with rhyming patterns.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 1</b> - PA01 Rhyming words
<b>UK Y1T1 W1.b</b> - Pupils should be taught: from YR, to practise and secure the ability to rhyme, and to relate this to spelling patterns through: generating rhyming strings, e.g. fat, hat, pat.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 1</b> - PA01 Rhyming words
<b>UK Y1T1 W2</b> - Pupils should be taught: from YR, to practise and secure alphabetic letter knowledge and alphabetic order.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 4</b> - OP04 Identifying letter sounds
	<b>Skill Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 2</b> - GK02 The alphabet
		<b>Skill 3</b> - GK03 Naming letters
		<b>Skill 4</b> - GK04 Recognising letter sounds
		<b>Skill 5</b> - GK05 Alphabetical order
<b>UK Y1T1 W3</b> - Pupils should be taught: from YR to practise and secure the ability to hear initial and final phonemes in CVC words, e.g. fit, mat, pan.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 5</b> - OP05 Using letter sounds for reading letters and words
		<b>Skill 14</b> - OP14 Decoding words
	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<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 3</b> - PH03 Beginning consonants
		<b>Skill 4</b> - PH04 Ending consonants
<b>UK Y1T1 W4</b> - Pupils should be taught: to discriminate and segment all three phonemes in CVC words.		
<b>UK Y1T1 W5</b> - Pupils should be taught: to blend phonemes to read CVC words in rhyming and non-rhyming sets.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 5</b> - OP05 Using letter sounds for reading letters and words

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill 14</b> - OP14 Decoding words
	<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 Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 2</b> - SA02 Word building
<b>UK Y1T1 W6</b> - Pupils should be taught: to represent in writing the three phonemes in CVC words, spelling them first in rhyming sets, then in non-rhyming sets.		
<b>- WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING</b>		
<b>UK Y1T1 W7</b> - Pupils should be taught: for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups.		
<b>UK Y1T1 W8</b> - Pupils should be taught: to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions.		
<b>UK Y1T1 W9</b> - Pupils should be taught: to read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix List 1.	<b>Skill Area 1</b> - Overall Product (OP)	<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>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 9</b> - Vocabulary (VO)	<b>Skill 1</b> - VO01 Picture vocabulary: high frequency words
<b>UK Y1T1 W10</b> - Pupils should be taught: to recognise the critical features of words, e.g. length, common spelling patterns and words within words.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
	<b>Skill Area 4</b> - General Readiness (GR)	<b>Skill 1</b> - GR01 Word length (written)
		<b>Skill 7</b> - GR07 Word boundaries
	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
	<b>Skill Area 8 - Structural Analysis (SA)</b>	<b>Skill 1 - SA01 Word finding</b>
		<b>Skill 2 - SA02 Word building</b>
		<b>Skill 3 - SA03 Compound words</b>
<b>UK Y1T1 W11</b> - Pupils should be taught: to spell common irregular words from Appendix List 1.	<b>Skill Area 1 - Overall Product (OP)</b>	<b>Skill 9 - OP09 Recognising irregular words</b>
<b>- VOCABULARY EXTENSION</b>		
<b>UK Y1T1 W12</b> - Pupils should be taught: new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics.		
<b>- HANDWRITING</b>		
<b>UK Y1T1 W13</b> - Pupils should be taught: to develop a comfortable and efficient pencil grip.		
<b>UK Y1T1 W14</b> - Pupils should be taught: to form lower case letters correctly in a script that will be easy to join later.		
<b>- SENTENCE LEVEL WORK:</b>		
<b>Grammar and punctuation</b>		
<b>- GRAMMATICAL AWARENESS</b>		
<b>UK Y1T1 S1</b> - Pupils should be taught: to expect written text to make sense and to check for sense if it does not.		
<b>UK Y1T1 S2</b> - Pupils should be taught: to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.		
<b>UK Y1T1 S3</b> - Pupils should be taught: to draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets.		
<b>UK Y1T1 S4</b> - Pupils should be taught: to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order.		
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>		

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<b>UK Y1T1 S5</b> - Pupils should be taught: to recognise full stops and capital letters when reading, and name them correctly.		
<b>UK Y1T1 S6</b> - Pupils should be taught: to begin using the term sentence to identify sentences in text.		
<b>UK Y1T1 S7</b> - Pupils should be taught: that a line of writing is not necessarily the same as a sentence.		
<b>UK Y1T1 S8</b> - Pupils should be taught: to begin using full stops to demarcate sentences.		
<b>UK Y1T1 S9</b> - Pupils should be taught: to use a capital letter for the personal pronoun 'I' and for the start of a sentence.		
<b>- TEXT LEVEL WORK:</b> <b>Comprehension and composition</b>		
<b>- FICTION AND POETRY</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y1T1 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.		
<b>UK Y1T1 T2</b> - Pupils should be taught: to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 6</b> - OP06 Drawing meaning from text
		<b>Skill 14</b> - OP14 Decoding words
		<b>Skill 17</b> - OP17 Developing literacy independence
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks
		<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>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T1 T3</b> - Pupils should be taught: to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text.		
<b>UK Y1T1 T4</b> - Pupils should be taught: to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read.		
<b>UK Y1T1 T5</b> - Pupils should be taught: to describe story settings and incidents and relate them to own experience and that of others.		
<b>UK Y1T1 T6</b> - Pupils should be taught: to recite stories and rhymes with predictable and repeating patterns, extemporising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.		
<b>UK Y1T1 T7</b> - Pupils should be taught: to re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y1T1 T8</b> - Pupils should be taught: through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.		
<b>UK Y1T1 T9</b> - Pupils should be taught: to write about events in personal experience linked to a variety of familiar incidents from stories.		
<b>UK Y1T1 T10</b> - Pupils should be taught: to use rhymes and patterned stories as models for their own writing.		
<b>UK Y1T1 T11</b> - Pupils should be taught: to make simple picture storybooks with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout.		
<b>- NON-FICTION</b>		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- READING COMPREHENSION</b>		
<b>UK Y1T1 T12</b> - Pupils should be taught: to read and use captions, e.g. labels around the school, on equipment.		
<b>UK Y1T1 T13</b> - Pupils should be taught: to read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y1T1 T14</b> - Pupils should be taught: to write captions for their own work, e.g. for display, in class books.		
<b>UK Y1T1 T15</b> - Pupils should be taught: to make simple lists for planning, reminding, etc.		
<b>UK Y1T1 T16</b> - Pupils should be taught: to write and draw simple instructions and labels for everyday classroom use, e.g. in role play area, for equipment.		



<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>		
<b>- PHONOLOGICAL AWARENESS, PHONICS AND SPELLING</b>		
<b>UK Y1T2 W1</b> - Pupils should be taught: to secure identification, spelling and reading of initial, final and medial letter sounds in simple words.	<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 Area 3</b> - Graphophonemic Knowledge (GK)	<b>Skill 4</b> - GK04 Recognising letter sounds
	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 4</b> - PA04 Sound discrimination (beginning, medial, ending)
	<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 7</b> - PH07 Medial short vowels
		<b>Skill 8</b> - PH08 Medial long vowels
	<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 2</b> - SA02 Word building
<b>UK Y1T2 W2</b> - Pupils should be taught: to investigate, read and spell words ending in ff, ll, ss, ck, ng.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 14</b> - OP14 Decoding words
	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 4</b> - PH04 Ending consonants
		<b>Skill 12</b> - PH12 Consonant digraphs
<b>UK Y1T2 W3.a</b> - Pupils should be taught: to discriminate, read and spell words with initial consonant clusters, e.g. bl, cr, tr, str - Appendix List 3: to discriminate, read and spell words with final consonant clusters, e.g. nd, lp, st.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 14</b> - OP14 Decoding words
	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 4</b> - PH04 Ending consonants
		<b>Skill 11</b> - PH11 Consonant clusters

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T2 W3.b</b> - Pupils should be taught: to discriminate, read and spell words with initial consonant clusters, e.g. bl, cr, tr, str - Appendix List 3: to identify separate phonemes within words containing clusters in speech and writing.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 14</b> - OP14 Decoding words
	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 3</b> - PH03 Beginning consonants
		<b>Skill 11</b> - PH11 Consonant clusters
<b>UK Y1T2 W3.c</b> - Pupils should be taught: to discriminate, read and spell words with initial consonant clusters, e.g. bl, cr, tr, str - Appendix List 3: to blend phonemes in words with clusters for reading.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 14</b> - OP14 Decoding words
	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 3</b> - PA03 Blending phonemes
	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 3</b> - PH03 Beginning consonants
		<b>Skill 11</b> - PH11 Consonant clusters
<b>UK Y1T2 W3.d</b> - Pupils should be taught: to discriminate, read and spell words with initial consonant clusters, e.g. bl, cr, tr, str - Appendix List 3: to segment clusters into phonemes for spelling.		
<b>- WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING</b>		
<b>UK Y1T2 W4</b> - Pupils should be taught: for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups.		
<b>UK Y1T2 W5</b> - Pupils should be taught: to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions.		
<b>UK Y1T2 W6</b> - Pupils should be taught: to read on sight approximately 30 more high frequency words from Appendix List 1.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Recognising high-frequency words

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill 16</b> - OP16 Developing fluency and automaticity
		<b>Skill 23</b> - OP23 Increasing reading efficiency
	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 9</b> - Vocabulary (VO)	<b>Skill 1</b> - VO01 Picture vocabulary: high frequency words
<b>UK Y1T2 W7</b> - Pupils should be taught: to recognise the critical features of words, e.g. length, common spelling patterns and words within words.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
	<b>Skill Area 4</b> - General Readiness (GR)	<b>Skill 1</b> - GR01 Word length (written)
		<b>Skill 7</b> - GR07 Word boundaries
	<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 Y1T2 W8</b> - Pupils should be taught: to investigate and learn spellings of words with 's' for plurals.		
<b>UK Y1T2 W9</b> - Pupils should be taught: to spell common irregular words from Appendix List 1.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 9</b> - OP09 Recognising irregular words
<b>- VOCABULARY EXTENSION</b>		
<b>UK Y1T2 W10</b> - Pupils should be taught: new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics.		
<b>- HANDWRITING</b>		
<b>UK Y1T2 W11</b> - Pupils should be taught: to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.		
<b>- SENTENCE LEVEL WORK:</b> <b>Grammar and punctuation</b>		
<b>- GRAMMATICAL AWARENESS</b>		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T2 S1</b> - Pupils should be taught: to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text.		
<b>UK Y1T2 S2</b> - Pupils should be taught: to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.		
<b>UK Y1T2 S3</b> - Pupils should be taught: to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense.		
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>		
<b>UK Y1T2 S4</b> - Pupils should be taught: to recognise full stops and capital letters when reading and understand how they affect the way a passage is read.		
<b>UK Y1T2 S5</b> - Pupils should be taught: to continue demarcating sentences in writing, ending a sentence with a full stop.		
<b>UK Y1T2 S6</b> - Pupils should be taught: to use the term sentence appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops.		
<b>UK Y1T2 S7</b> - Pupils should be taught: to use capital letters for the personal pronoun 'I', for names and for the start of a sentence.		
<b>- TEXT LEVEL WORK: Comprehension and composition</b>		
<b>- FICTION AND POETRY</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y1T2 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T2 T2</b> - Pupils should be taught: to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 6</b> - OP06 Drawing meaning from text
		<b>Skill 14</b> - OP14 Decoding words
		<b>Skill 17</b> - OP17 Developing literacy independence
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks
		<b>Skill 20</b> - OP20 Focusing on challenging information
		<b>Skill 1</b> - RA01 Word reading
<b>UK Y1T2 T3</b> - Pupils should be taught: to choose and read familiar books with concentration and attention, discuss preferences and give reasons.	<b>Skill Area 7</b> - Reading Accuracy (RA)	
<b>UK Y1T2 T4</b> - Pupils should be taught: to re-tell stories, giving the main points in sequence and to notice differences between written and spoken forms in re-telling, e.g. by comparing oral versions with the written text; to refer to relevant phrases and sentences.		
<b>UK Y1T2 T5</b> - Pupils should be taught: to identify and record some key features of story language from a range of stories, and to practise reading and using them, e.g. in oral re-tellings.		
<b>UK Y1T2 T6</b> - Pupils should be taught: to identify and discuss a range of story themes, and to collect and compare.		
<b>UK Y1T2 T7</b> - Pupils should be taught: to discuss reasons for, or causes of, incidents in stories.		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T2 T8</b> - Pupils should be taught: to identify and discuss characters, e.g. appearance, behaviour, qualities; to speculate about how they might behave; to discuss how they are described in the text; and to compare characters from different stories or plays.		
<b>UK Y1T2 T9</b> - Pupils should be taught: to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others.		
<b>UK Y1T2 T10</b> - Pupils should be taught: to identify and compare basic story elements, e.g. beginnings and endings in different stories.		
<b>UK Y1T2 T11</b> - Pupils should be taught: to learn and recite simple poems and rhymes, with actions, and to re-read them from the text.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y1T2 T12</b> - Pupils should be taught: through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.		
<b>UK Y1T2 T13</b> - Pupils should be taught: to substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines.		
<b>UK Y1T2 T14</b> - Pupils should be taught: to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T2 T15</b> - Pupils should be taught: to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text.		
<b>UK Y1T2 T16</b> - Pupils should be taught: to use some of the elements of known stories to structure own writing.		
<b>- NON-FICTION</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y1T2 T17</b> - Pupils should be taught: to use terms 'fiction' and 'non-fiction', noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams.		
<b>UK Y1T2 T18</b> - Pupils should be taught: to read non-fiction books and understand that the reader doesn't need to go from start to finish but selects according to what is needed.		
<b>UK Y1T2 T19</b> - Pupils should be taught: to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does.		
<b>UK Y1T2 T20</b> - Pupils should be taught: to use simple dictionaries, and to understand their alphabetical organisation.		
<b>UK Y1T2 T21</b> - Pupils should be taught: to understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y1T2 T22</b> - Pupils should be taught: to write labels for drawings and diagrams, e.g. growing beans, parts of the body.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T2 T23</b> - Pupils should be taught: to produce extended captions, e.g. to explain paintings in wall displays or to describe artefacts.		
<b>UK Y1T2 T24</b> - Pupils should be taught: to write simple questions, e.g. as part of interactive display ('How many ...?', 'Where is your house ...?').		
<b>UK Y1T2 T25</b> - Pupils should be taught: to assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages, charts.		



<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>		
<b>- PHONOLOGICAL AWARENESS, PHONICS AND SPELLING</b>		
<b>UK Y1T3 W1.a</b> - Pupils should be taught: the common spelling patterns for each of the long vowel phonemes: ee ai ie oa oo (long as in moon) Appendix List 3: to identify phonemes in speech and writing.		
<b>UK Y1T3 W1.b</b> - Pupils should be taught: the common spelling patterns for each of the long vowel phonemes: ee ai ie oa oo (long as in moon) Appendix List 3: to blend phonemes for reading.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 3</b> - PA03 Blending phonemes
	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 1</b> - PH01 Long vowels
	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
<b>UK Y1T3 W1.c</b> - Pupils should be taught: the common spelling patterns for each of the long vowel phonemes: ee ai ie oa oo (long as in moon) Appendix List 3: to segment words into phonemes for spelling.		
<b>- WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING</b>		
<b>UK Y1T3 W2</b> - Pupils should be taught: to read on sight high frequency words specific to graded books matched to the abilities of reading groups.		
<b>UK Y1T3 W3</b> - Pupils should be taught: to read on sight other familiar words.	<b>Skill Area 1</b> - Overall Product (OP)	<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>Skill Area 9</b> - Vocabulary (VO)	<b>Skill 1</b> - VO01 Picture vocabulary: high frequency words
<b>UK Y1T3 W4</b> - Pupils should be taught: to read on sight approximately 30 more high frequency words from Appendix List 1.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Recognising high- frequency words

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill 16</b> - OP16 Developing fluency and automaticity
		<b>Skill 23</b> - OP23 Increasing reading efficiency
	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 9</b> - Vocabulary (VO)	<b>Skill 1</b> - VO01 Picture vocabulary: high frequency words
<b>UK Y1T3 W5</b> - Pupils should be taught: to recognise words by common spelling patterns.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 15</b> - OP15 Recognising and analysing words
		<b>Skill 16</b> - OP16 Developing fluency and automaticity
	<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 2</b> - SA02 Word building
<b>UK Y1T3 W6</b> - Pupils should be taught: to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings.		
<b>UK Y1T3 W7</b> - Pupils should be taught: to spell common irregular words from Appendix List 1.		
<b>- VOCABULARY EXTENSION</b>		
<b>UK Y1T3 W8</b> - Pupils should be taught: new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics.		
<b>UK Y1T3 W9</b> - Pupils should be taught: the terms 'vowel' and 'consonant'.		
<b>- HANDWRITING</b>		
<b>UK Y1T3 W10</b> - Pupils should be taught: to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.		
<b>- SENTENCE LEVEL WORK:</b>		
<b>Grammar and punctuation</b>		
<b>- GRAMMATICAL AWARENESS</b>		
<b>UK Y1T3 S1</b> - Pupils should be taught: to expect reading to make sense and check if it does not.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T3 S2</b> - Pupils should be taught: to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.		
<b>UK Y1T3 S3</b> - Pupils should be taught: to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions.		
<b>UK Y1T3 S4</b> - Pupils should be taught: about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why.		
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>		
<b>UK Y1T3 S5</b> - Pupils should be taught: other common uses of capitalisation, e.g. for personal titles (Mr, Miss), headings, book titles, emphasis.		
<b>UK Y1T3 S6</b> - Pupils should be taught: through reading and writing, to reinforce knowledge of term sentence from previous terms.		
<b>UK Y1T3 S7</b> - Pupils should be taught: to add question marks to questions.		
<b>- TEXT LEVEL WORK: Comprehension and composition</b>		
<b>- FICTION AND POETRY</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y1T3 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.		
<b>UK Y1T3 T2</b> - Pupils should be taught: to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 6</b> - OP06 Drawing meaning from text
		<b>Skill 14</b> - OP14 Decoding words

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill 17</b> - OP17 Developing literacy independence
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks
		<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>UK Y1T3 T3</b> - Pupils should be taught: to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text.		
<b>UK Y1T3 T4</b> - Pupils should be taught: to read with sufficient concentration to complete a text, and to identify preferences and give reasons.		
<b>UK Y1T3 T5</b> - Pupils should be taught: to re-tell stories, to give the main points in sequence and to pick out significant incidents.		
<b>UK Y1T3 T6</b> - Pupils should be taught: to prepare and re-tell stories orally, identifying and using some of the more formal features of story language.		
<b>UK Y1T3 T7</b> - Pupils should be taught: to use titles, cover pages, pictures and 'blurbs' to predict the content of unfamiliar stories.		
<b>UK Y1T3 T8</b> - Pupils should be taught: to compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes.		
<b>UK Y1T3 T9</b> - Pupils should be taught: to read a variety of poems on similar themes, e.g. families, school, food.		
<b>UK Y1T3 T10</b> - Pupils should be taught: to compare and contrast preferences and common themes in stories and poems.		
<b>UK Y1T3 T11</b> - Pupils should be taught: to collect class and individual favourite poems for class anthologies, participate in reading aloud.		
<b>- WRITING COMPOSITION</b>		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T3 T12</b> - Pupils should be taught: through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.		
<b>UK Y1T3 T13</b> - Pupils should be taught: to write about significant incidents from known stories.		
<b>UK Y1T3 T14</b> - Pupils should be taught: to write stories using simple settings, e.g. based on previous reading.		
<b>UK Y1T3 T15</b> - Pupils should be taught: to use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text.		
<b>UK Y1T3 T16</b> - Pupils should be taught: to compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery.		
<b>- NON-FICTION</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y1T3 T17</b> - Pupils should be taught: to recognise that non-fiction books on similar themes can give different information and present similar information in different ways.		
<b>UK Y1T3 T18</b> - Pupils should be taught: to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.		
<b>UK Y1T3 T19</b> - Pupils should be taught: to identify simple questions and use text to find answers. To locate parts of text that give particular information including labelled diagrams and charts, e.g. parts of a car, what pets eat, clothes that keep us warm.		
<b>- WRITING COMPOSITION</b>		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T3 T20</b> - Pupils should be taught: to write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. Make group/class books, e.g. our day at school, our trip to ...		
<b>UK Y1T3 T21</b> - Pupils should be taught: to use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures, to make class books, e.g. 'What We Know About ...', 'Our Pets'.		
<b>UK Y1T3 T22</b> - Pupils should be taught: to write own questions prior to reading for information and to record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on IT.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y2 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>		
<b>- PHONOLOGICAL AWARENESS, PHONICS AND SPELLING</b>		
<b>UK Y2T1 W1</b> - Pupils should be taught: to secure identification, spelling and reading of long vowel digraphs in simple words from Y1 term 3 (the common spelling patterns for each long vowel phoneme) - Appendix List 3.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 3</b> - PA03 Blending phonemes
	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 1</b> - PH01 Long vowels
	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
<b>UK Y2T1 W2</b> - Pupils should be taught: to revise and extend the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 3</b> - PA03 Blending phonemes
	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 1</b> - PH01 Long vowels
	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
<b>UK Y2T1 W3.a</b> - Pupils should be taught: the common spelling patterns for the vowel phonemes: 'oo' (short as in good), 'ar', 'oy', 'ow' (Appendix List 3): to identify the phonemes in speech and writing.		
<b>UK Y2T1 W3.b</b> - Pupils should be taught: the common spelling patterns for the vowel phonemes: 'oo' (short as in good), 'ar', 'oy', 'ow' (Appendix List 3): to blend the phonemes for reading.		
<b>UK Y2T1 W3.c</b> - Pupils should be taught: the common spelling patterns for the vowel phonemes: 'oo' (short as in good), 'ar', 'oy', 'ow' (Appendix List 3): to segment the words into phonemes for spelling.		
<b>UK Y2T1 W4</b> - Pupils should be taught: to investigate and classify words with the same sounds but different spellings.		
<b>- WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING</b>		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y2 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T1 W5</b> - Pupils should be taught: to read on sight and spell approximately 30 more words from Appendix List 1.		
<b>UK Y2T1 W6</b> - Pupils should be taught: to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups.	<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 16</b> - OP16 Developing fluency and automaticity
		<b>Skill 23</b> - OP23 Increasing reading efficiency
<b>UK Y2T1 W7</b> - Pupils should be taught: to use word endings, e.g. 's' (plural), 'ed' (past tense), 'ing' (present tense) to support their reading and spelling.		
<b>UK Y2T1 W8</b> - Pupils should be taught: to secure understanding and use of the terms 'vowel' and 'consonant'.		
<b>UK Y2T1 W9</b> - Pupils should be taught: to spell common irregular words from Appendix List 1.		
<b>- VOCABULARY EXTENSION</b>		
<b>UK Y2T1 W10</b> - Pupils should be taught: new words from reading linked to particular topics, to build individual collections of personal interest or significant words.		
<b>- HANDWRITING</b>		
<b>UK Y2T1 W11</b> - Pupils should be taught: to practise handwriting patterns from Year 1.		
<b>UK Y2T1 W12.a</b> - Pupils should be taught: to begin using and practising the four basic handwriting joins: diagonal joins to letters without ascenders, e.g. ai, ar, un.		
<b>UK Y2T1 W12.b</b> - Pupils should be taught: to begin using and practising the four basic handwriting joins: horizontal joins to letters without ascenders, e.g. ou, vi, wi.		



<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y2 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T1 W12.c</b> - Pupils should be taught: to begin using and practising the four basic handwriting joins: diagonal joins to letters with ascenders, e.g. ab, ul, it.		
<b>UK Y2T1 W12.d</b> - Pupils should be taught: to begin using and practising the four basic handwriting joins: horizontal joins to letters with ascenders, e.g. ol, wh, ot.		
<b>- SENTENCE LEVEL WORK:</b> <b>Grammar and punctuation</b> <b>- GRAMMATICAL AWARENESS</b>		
<b>UK Y2T1 S1</b> - Pupils should be taught: to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text; to read on, leave a gap and re-read.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 10</b> - OP10 Understanding words in context
		<b>Skill 17</b> - OP17 Developing literacy independence
	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 2</b> - RA02 Sentence reading
<b>UK Y2T1 S2</b> - Pupils should be taught: to find examples, in fiction and non-fiction, of words and phrases that link sentences, e.g. after, meanwhile, during, before, then, next, after a while.		
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>		
<b>UK Y2T1 S3</b> - Pupils should be taught: to recognise and take account of commas and exclamation marks in reading aloud with appropriate expression.		
<b>UK Y2T1 S4</b> - Pupils should be taught: to re-read own writing for sense and punctuation.		
<b>UK Y2T1 S5</b> - Pupils should be taught: to revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing.		
<b>UK Y2T1 S6</b> - Pupils should be taught: to use a variety of simple organisational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships.		

<b>Standards List with Aligned Product Skills</b>		
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United Kingdom, ELA, 1998, Y2 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- TEXT LEVEL WORK: Comprehension and composition</b>		
<b>- FICTION AND POETRY</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y2T1 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.		
<b>UK Y2T1 T2</b> - Pupils should be taught: to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 6</b> - OP06 Drawing meaning from text
		<b>Skill 10</b> - OP10 Understanding words in context
		<b>Skill 14</b> - OP14 Decoding words
		<b>Skill 17</b> - OP17 Developing literacy independence
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks
		<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 2</b> - RA02 Sentence reading
		<b>Skill 3</b> - RA03 Paragraph reading
<b>UK Y2T1 T3</b> - Pupils should be taught: to be aware of the difference between spoken and written language through comparing oral recounts with text; make use of formal story elements in re-telling.		
<b>UK Y2T1 T4</b> - Pupils should be taught: to understand time and sequential relationships in stories, i.e. what happened when.		
<b>UK Y2T1 T5</b> - Pupils should be taught: to identify and discuss reasons for events in stories, linked to plot.		
<b>UK Y2T1 T6</b> - Pupils should be taught: to discuss familiar story themes and link to own experiences, e.g. illness, getting lost, going away.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T1 T7</b> - Pupils should be taught: to learn, re-read and recite favourite poems, taking account of punctuation; to comment on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation.		
<b>UK Y2T1 T8</b> - Pupils should be taught: to collect and categorise poems to build class anthologies.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y2T1 T9</b> - Pupils should be taught: through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.		
<b>UK Y2T1 T10</b> - Pupils should be taught: to use story structure to write about own experience in same/similar form.		
<b>UK Y2T1 T11</b> - Pupils should be taught: to use language of time (see sentence level work) to structure a sequence of events, e.g. 'when I had finished ...', 'suddenly ...', 'after that ...'.		
<b>UK Y2T1 T12</b> - Pupils should be taught: to use simple poetry structures and to substitute own ideas, write new lines.		
<b>- NON-FICTION</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y2T1 T13</b> - Pupils should be taught: to read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something.		
<b>UK Y2T1 T14</b> - Pupils should be taught: to note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y2T1 T15</b> - Pupils should be taught: to write simple instructions, e.g. getting to school, playing a game.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T1 T16</b> - Pupils should be taught: to use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering.		
<b>UK Y2T1 T17</b> - Pupils should be taught: to use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions.		
<b>UK Y2T1 T18</b> - Pupils should be taught: to use appropriate register in writing instructions, i.e. direct, impersonal, building on texts read.		

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United Kingdom, ELA, 1998, Y2 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>		
<b>- PHONOLOGICAL AWARENESS, PHONICS AND SPELLING</b>		
<b>UK Y2T2 W1</b> - Pupils should be taught: to secure the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1.		
<b>UK Y2T2 W2.a</b> - Pupils should be taught: the common spelling patterns for the vowel phonemes: 'air', 'or', 'er' (Appendix List 3): to identify the phonemes in speech and writing.		
<b>UK Y2T2 W2.b</b> - Pupils should be taught: the common spelling patterns for the vowel phonemes: 'air', 'or', 'er' (Appendix List 3): to blend the phonemes for reading.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 3</b> - PA03 Blending phonemes
<b>UK Y2T2 W2.c</b> - Pupils should be taught: the common spelling patterns for the vowel phonemes: 'air', 'or', 'er' (Appendix List 3): to segment the words into phonemes for spelling.	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 3</b> - PA03 Blending phonemes
<b>UK Y2T2 W3</b> - Pupils should be taught: to read and spell words containing the digraph 'wh', 'ph', 'ch' (as in Christopher).		
<b>UK Y2T2 W4</b> - Pupils should be taught: to split familiar oral and written compound words into their component parts, e.g. himself, handbag, milkman, pancake, teaspoon.		
<b>UK Y2T2 W5</b> - Pupils should be taught: to discriminate, orally, syllables in multi-syllabic words using children's names and words from their reading, e.g. dinosaur, family, dinner, children. Extend to written forms and note syllable boundary in speech and writing.		
<b>- WORD RECOGNITION, GRAPHIC KNOWLEDGE AND SPELLING</b>		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y2 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T2 W6</b> - Pupils should be taught: to read on sight and spell all the words from Appendix List 1.		
<b>UK Y2T2 W7</b> - Pupils should be taught: for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 5</b> - OP05 Using letter sounds for reading letters and words
		<b>Skill 6</b> - OP06 Drawing meaning from text
		<b>Skill 10</b> - OP10 Understanding words in context
		<b>Skill 16</b> - OP16 Developing fluency and automaticity
		<b>Skill 23</b> - OP23 Increasing reading efficiency
<b>UK Y2T2 W8</b> - Pupils should be taught: to spell words with common prefixes, e.g. 'un', 'dis', to indicate the negative.		
<b>UK Y2T2 W9</b> - Pupils should be taught: to spell common irregular words from Appendix List 1.		
<b>- VOCABULARY EXTENSION</b>		
<b>UK Y2T2 W10</b> - Pupils should be taught: new words from reading linked to particular topics, to build individual collections of personal interest or significant words.		
<b>UK Y2T2 W11</b> - Pupils should be taught: the use of antonyms: collect, discuss differences of meaning and their spelling.		
<b>- HANDWRITING</b>		
<b>UK Y2T2 W12</b> - Pupils should be taught: to practise handwriting patterns from Year 1.		
<b>UK Y2T2 W13</b> - Pupils should be taught: to practise handwriting in conjunction with the phonic and spelling patterns above.		
<b>UK Y2T2 W14.a</b> - Pupils should be taught: to use and practise the four basic handwriting joins: diagonal joins to letters without ascenders, e.g. ai, ar, un.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T2 W14.b</b> - Pupils should be taught: to use and practise the four basic handwriting joins: horizontal joins to letters without ascenders, e.g. ou, vi, wi.		
<b>UK Y2T2 W14.c</b> - Pupils should be taught: to use and practise the four basic handwriting joins: diagonal joins to letters with ascenders, e.g. ab, ul, it.		
<b>UK Y2T2 W14.d</b> - Pupils should be taught: to use and practise the four basic handwriting joins: horizontal joins to letters with ascenders, e.g. ol, wh, ot.		
<b>- SENTENCE LEVEL WORK:</b> <b>Grammar and punctuation</b> <b>- GRAMMATICAL AWARENESS</b>		
<b>UK Y2T2 S1</b> - Pupils should be taught: to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 10</b> - OP10 Understanding words in context
		<b>Skill 17</b> - OP17 Developing literacy independence
	<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 2</b> - RA02 Sentence reading
<b>UK Y2T2 S2</b> - Pupils should be taught: to read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks).		
<b>UK Y2T2 S3</b> - Pupils should be taught: to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) - identify errors and suggest alternative constructions.		
<b>UK Y2T2 S4</b> - Pupils should be taught: to be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. I am; the children are.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T2 S5</b> - Pupils should be taught: to use verb tenses with increasing accuracy in speaking and writing, e.g. catch/caught, see/saw, go/went and to use past tense consistently for narration.		
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>		
<b>UK Y2T2 S6</b> - Pupils should be taught: to identify speech marks in reading, understand their purpose, use the terms correctly.		
<b>UK Y2T2 S7</b> - Pupils should be taught: to investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicized print, captions, headings and sub-headings.		
<b>UK Y2T2 S8</b> - Pupils should be taught: to use commas to separate items in a list.		
<b>UK Y2T2 S9</b> - Pupils should be taught: to secure the use of simple sentences in own writing.		
<b>- TEXT LEVEL WORK: Comprehension and composition</b>		
<b>- FICTION AND POETRY</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y2T2 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.		
<b>UK Y2T2 T2</b> - Pupils should be taught: to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 6</b> - OP06 Drawing meaning from text
		<b>Skill 10</b> - OP10 Understanding words in context
		<b>Skill 14</b> - OP14 Decoding words
		<b>Skill 17</b> - OP17 Developing literacy independence
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks



<b>Standards List with Aligned Product Skills</b>		
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United Kingdom, ELA, 1998, Y2 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<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 2</b> - RA02 Sentence reading
		<b>Skill 3</b> - RA03 Paragraph reading
<b>UK Y2T2 T3</b> - Pupils should be taught: to discuss and compare story themes.		
<b>UK Y2T2 T4</b> - Pupils should be taught: to predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher.		
<b>UK Y2T2 T5</b> - Pupils should be taught: to discuss story settings: to compare differences; to locate key words and phrases in text; to consider how different settings influence events and behaviour.		
<b>UK Y2T2 T6</b> - Pupils should be taught: to identify and describe characters, expressing own views and using words and phrases from texts.		
<b>UK Y2T2 T7</b> - Pupils should be taught: to prepare and re-tell stories individually and through role-play in groups, using dialogue and narrative from text.		
<b>UK Y2T2 T8</b> - Pupils should be taught: to read own poems aloud.		
<b>UK Y2T2 T9</b> - Pupils should be taught: to identify and discuss patterns of rhythm, rhyme and other features of sound in different poems.		
<b>UK Y2T2 T10</b> - Pupils should be taught: to comment on and recognise when the reading aloud of a poem makes sense and is effective.		
<b>UK Y2T2 T11</b> - Pupils should be taught: to identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems.		
<b>- WRITING COMPOSITION</b>		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y2 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T2 T12</b> - Pupils should be taught: through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.		
<b>UK Y2T2 T13</b> - Pupils should be taught: to use story settings from reading, e.g. re-describe, use in own writing, write a different story in the same setting.		
<b>UK Y2T2 T14</b> - Pupils should be taught: to write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text.		
<b>UK Y2T2 T15</b> - Pupils should be taught: to use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; to make class collections, illustrate with captions; to write own poems from initial jottings and words.		
<b>- NON-FICTION</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y2T2 T16</b> - Pupils should be taught: to use dictionaries and glossaries to locate words by using initial letter.		
<b>UK Y2T2 T17</b> - Pupils should be taught: that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries.		
<b>UK Y2T2 T18</b> - Pupils should be taught: to use other alphabetically ordered texts, e.g. indexes, directories, listings, registers; to discuss how they are used.		
<b>UK Y2T2 T19</b> - Pupils should be taught: to read flow charts and cyclical diagrams that explain a process.		
<b>- WRITING COMPOSITION</b>		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y2 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T2 T20</b> - Pupils should be taught: to make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories, poems.		
<b>UK Y2T2 T21</b> - Pupils should be taught: to produce simple flow charts or diagrams that explain a process.		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y2 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>		
<b>- PHONOLOGICAL AWARENESS, PHONICS AND SPELLING</b>		
<b>UK Y2T3 W1</b> - Pupils should be taught: to secure phonemic spellings from previous 5 terms.		
<b>UK Y2T3 W2</b> - Pupils should be taught: to reinforce work on discriminating syllables in reading and spelling from previous term.		
<b>UK Y2T3 W3</b> - Pupils should be taught: discriminate, spell and read the phonemes ear (hear) and ea (head).		
<b>- WORD RECOGNITION AND GRAPHIC KNOWLEDGE</b>		
<b>UK Y2T3 W4</b> - Pupils should be taught: to secure reading and spelling of all the high frequency words in Appendix List 1.	<b>Skill Area 1</b> - Overall Product (OP)	<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>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 1</b> - RA01 Word reading
	<b>Skill Area 9</b> - Vocabulary (VO)	<b>Skill 1</b> - VO01 Picture vocabulary: high frequency words
<b>UK Y2T3 W5</b> - Pupils should be taught: for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 5</b> - OP05 Using letter sounds for reading letters and words
		<b>Skill 6</b> - OP06 Drawing meaning from text
		<b>Skill 10</b> - OP10 Understanding words in context
		<b>Skill 16</b> - OP16 Developing fluency and automaticity
		<b>Skill 23</b> - OP23 Increasing reading efficiency
<b>UK Y2T3 W6</b> - Pupils should be taught: to investigate words which have the same spelling patterns but different sounds.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T3 W7</b> - Pupils should be taught: to spell words with common suffixes, e.g. -ful, -ly.		
<b>UK Y2T3 W8</b> - Pupils should be taught: to spell common irregular words from Appendix List 1.		
<b>- VOCABULARY EXTENSION</b>		
<b>UK Y2T3 W9</b> - Pupils should be taught: new words from reading linked to particular topics, to build individual collections of personal interest or significant words.		
<b>UK Y2T3 W10</b> - Pupils should be taught: to use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing.		
<b>- HANDWRITING</b>		
<b>UK Y2T3 W11</b> - Pupils should be taught: to practise handwriting in conjunction with the phonic and spelling patterns above.		
<b>UK Y2T3 W12.a</b> - Pupils should be taught: to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing: diagonal joins to letters without ascenders, e.g. ai, ar, un.		
<b>UK Y2T3 W12.b</b> - Pupils should be taught: to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing: horizontal joins to letters without ascenders, e.g. ou, vi, wi.		
<b>UK Y2T3 W12.c</b> - Pupils should be taught: to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing: diagonal joins to letters with ascenders, e.g. ab, ul, it.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T3 W12.d</b> - Pupils should be taught: to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing: horizontal joins to letters with ascenders, e.g. ol, wh, ot.		
<b>- SENTENCE LEVEL WORK:</b>		
<b>Grammar and punctuation</b>		
<b>- GRAMMATICAL AWARENESS</b>		
<b>UK Y2T3 S1</b> - Pupils should be taught: to read text aloud with intonation and expression appropriate to the grammar and punctuation.		
<b>UK Y2T3 S2</b> - Pupils should be taught: the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are; using simple gender forms, e.g. his/her correctly.		
<b>UK Y2T3 S3</b> - Pupils should be taught: to use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went and to use the past tense consistently for narration.		
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>		
<b>UK Y2T3 S4</b> - Pupils should be taught: to use commas in lists.		
<b>UK Y2T3 S5</b> - Pupils should be taught: to write in clear sentences using capital letters and full stops accurately.		
<b>UK Y2T3 S6</b> - Pupils should be taught: to turn statements into questions, learning a range of 'wh' words typically used to open questions: what, where, when, who and to add question marks.		
<b>UK Y2T3 S7</b> - Pupils should be taught: to compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet.		
<b>- TEXT LEVEL WORK:</b>		
<b>Comprehension and composition</b>		
<b>- FICTION AND POETRY</b>		
<b>- READING COMPREHENSION</b>		

<b>Standards List with Aligned Product Skills</b>		
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United Kingdom, ELA, 1998, Y2 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T3 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.		
<b>UK Y2T3 T2</b> - Pupils should be taught: to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 6</b> - OP06 Drawing meaning from text
		<b>Skill 10</b> - OP10 Understanding words in context
		<b>Skill 14</b> - OP14 Decoding words
		<b>Skill 17</b> - OP17 Developing literacy independence
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks
		<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 2</b> - RA02 Sentence reading
		<b>Skill 3</b> - RA03 Paragraph reading
<b>UK Y2T3 T3</b> - Pupils should be taught: to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text.		
<b>UK Y2T3 T4</b> - Pupils should be taught: to compare books by same author: settings, characters, themes; to evaluate and form preferences, giving reasons.		
<b>UK Y2T3 T5</b> - Pupils should be taught: to read about authors from information on book covers, e.g. other books written, whether author is alive or dead, publisher; to become aware of authorship and publication.		
<b>UK Y2T3 T6</b> - Pupils should be taught: to read, respond imaginatively, recommend and collect examples of humorous stories, extracts, poems.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T3 T7</b> - Pupils should be taught: to compare books by different authors on similar themes; to evaluate, giving reasons.		
<b>UK Y2T3 T8</b> - Pupils should be taught: to discuss meanings of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple types; to make class anthologies.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y2T3 T9</b> - Pupils should be taught: through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.		
<b>UK Y2T3 T10</b> - Pupils should be taught: to write sustained stories, using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story.		
<b>UK Y2T3 T11</b> - Pupils should be taught: to use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences etc., derived from reading; write tongue-twisters or alliterative sentences; select words with care, re-reading and listening to their effect.		
<b>UK Y2T3 T12</b> - Pupils should be taught: to write simple evaluations of books read and discussed giving reasons.		
<b>- NON-FICTION</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y2T3 T13</b> - Pupils should be taught: to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately.		
<b>UK Y2T3 T14</b> - Pupils should be taught: to pose questions and record these in writing, prior to reading non-fiction to find answers.		



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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T3 T15</b> - Pupils should be taught: to use a contents page and index to find way about text.		
<b>UK Y2T3 T16</b> - Pupils should be taught: to scan a text to find specific sections, e.g. key words or phrases, subheadings.		
<b>UK Y2T3 T17</b> - Pupils should be taught: to skim-read title, contents page, illustrations, chapter headings and sub-headings, to speculate what a book might be about.		
<b>UK Y2T3 T18</b> - Pupils should be taught: to evaluate the usefulness of a text for its purpose.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y2T3 T19</b> - Pupils should be taught: to make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing.		
<b>UK Y2T3 T20</b> - Pupils should be taught: to write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions.		
<b>UK Y2T3 T21</b> - Pupils should be taught: to write non-chronological reports based on structure of known texts, e.g. There are two sorts of x ...; They live in x ...; the A's have x ...; but the B's etc., using appropriate language to present, sequence and categorise ideas.		

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<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y3 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>		
<b>- REVISION AND CONSOLIDATION FROM KS1</b>		
<b>UK Y3T1 W1</b> - Pupils should be taught: the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3).	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 1</b> - PH01 Long vowels
<b>UK Y3T1 W2.a</b> - Pupils should be taught to: identify phonemes in speech and writing.		
<b>UK Y3T1 W2.b</b> - Pupils should be taught to: blend phonemes for reading.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 2</b> - PA02 Blending word parts
		<b>Skill 3</b> - PA03 Blending phonemes
<b>UK Y3T1 W2.c</b> - Pupils should be taught to: segment words into phonemes for spelling.		
<b>UK Y3T1 W3</b> - Pupils should be taught: to read and spell correctly the high frequency words from KS1 (Appendix List 1).		
<b>UK Y3T1 W4</b> - Pupils should be taught: to discriminate syllables in reading and spelling (from Year 2).		
<b>- SPELLING STRATEGIES</b>		
<b>UK Y3T1 W5</b> - Pupils should be taught: to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them.		
<b>UK Y3T1 W6.a</b> - Pupils should be taught: to use independent spelling strategies, including: sounding out and spelling using phonemes.		
<b>UK Y3T1 W6.b</b> - Pupils should be taught: to use independent spelling strategies, including: using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?).		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T1 W6.c</b> - Pupils should be taught: to use independent spelling strategies, including: building from other words with similar patterns and meanings, e.g. medical, medicine.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 7</b> - OP07 Building words
	<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 2</b> - SA02 Word building
<b>UK Y3T1 W6.d</b> - Pupils should be taught: to use independent spelling strategies, including: spelling by analogy with other known words, e.g. light, fright.		
<b>UK Y3T1 W6.e</b> - Pupils should be taught: to use independent spelling strategies, including: using word banks, dictionaries, etc.		
<b>UK Y3T1 W7</b> - Pupils should be taught: to practise new spellings regularly by 'look, say, cover, write, check' strategy.		
<b>- SPELLING CONVENTIONS AND RULES</b>		
<b>UK Y3T1 W8</b> - Pupils should be taught: how the spellings of verbs alter when -ing is added.		
<b>UK Y3T1 W9</b> - Pupils should be taught: to investigate and learn to use the spelling pattern le as in little, muddle, bottle, scramble, cradle.		
<b>UK Y3T1 W10</b> - Pupils should be taught: to recognise and spell common prefixes and how these influence word meanings, e.g. un-, de-, dis-, re-, pre-.		
<b>UK Y3T1 W11</b> - Pupils should be taught: to use their knowledge of prefixes to generate new words from root words, especially antonyms, happy/unhappy, appear/disappear.	<b>Skill Area 9</b> - Vocabulary (VO)	<b>Skill 3</b> - VO03 Antonyms
<b>UK Y3T1 W12</b> - Pupils should be taught: to use the term 'prefix'.		
<b>- VOCABULARY EXTENSION</b>		
<b>UK Y3T1 W13</b> - Pupils should be taught: to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T1 W14</b> - Pupils should be taught: to infer the meaning of unknown words from context.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 10</b> - OP10 Understanding words in context
<b>UK Y3T1 W15</b> - Pupils should be taught: to have a secure understanding of the purpose and organisation of the dictionary.		
<b>UK Y3T1 W16</b> - Pupils should be taught: to understand the purpose and organisation of the thesaurus, and to make use of it to find synonyms.		
<b>UK Y3T1 W17</b> - Pupils should be taught: to generate synonyms for high frequency words, e.g. big, little, like, good, nice, nasty.		
<b>UK Y3T1 W18</b> - Pupils should be taught: to use the term 'synonym'.		
<b>UK Y3T1 W19</b> - Pupils should be taught: common vocabulary for introducing and concluding dialogue, e.g. said, replied, asked. Collect examples from reading.		
<b>- HANDWRITING</b>		
<b>UK Y3T1 W20.a</b> - Pupils should be taught: to practise correct formation of basic joins from Year 2: diagonal joins to letters without ascenders, e.g. ai, ar, un.		
<b>UK Y3T1 W20.b</b> - Pupils should be taught: to practise correct formation of basic joins from Year 2: horizontal joins to letters without ascenders, e.g. ou, vi, wi.		
<b>UK Y3T1 W20.c</b> - Pupils should be taught: to practise correct formation of basic joins from Year 2: diagonal joins to letters with ascenders, e.g. ab, ul, it.		
<b>UK Y3T1 W20.d</b> - Pupils should be taught: to practise correct formation of basic joins from Year 2: horizontal joins to letters with ascenders, e.g. ol, wh, ot.		
<b>UK Y3T1 W21</b> - Pupils should be taught: to ensure consistency in size and proportions of letters and the spacing between letters and words.		
<b>- SENTENCE LEVEL WORK:</b> <b>Grammar and punctuation</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- GRAMMATICAL AWARENESS</b>		
<b>UK Y3T1 S1</b> - Pupils should be taught: to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 6</b> - OP06 Drawing meaning from text
		<b>Skill 10</b> - OP10 Understanding words in context
		<b>Skill 14</b> - OP14 Decoding words
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks
		<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 2</b> - RA02 Sentence reading
		<b>Skill 3</b> - RA03 Paragraph reading
<b>UK Y3T1 S2</b> - Pupils should be taught: to take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud.		
<b>UK Y3T1 S3.a</b> - Pupils should be taught: the function of verbs in sentences through: noticing that sentences cannot make sense without them.		
<b>UK Y3T1 S3.b</b> - Pupils should be taught: the function of verbs in sentences through: collecting and classifying examples of verbs from reading and own knowledge, e.g. run, chase, sprint; eat, consume, gobble; said, whispered, shrieked.		
<b>UK Y3T1 S3.c</b> - Pupils should be taught: the function of verbs in sentences through: experimenting with changing simple verbs in sentences and discussing their impact on meaning.		

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<b>UK Y3T1 S4</b> - Pupils should be taught: to use verb tenses with increasing accuracy in speaking and writing, e.g. catch/caught, see/saw, go/went, etc. Use past tense consistently for narration.		
<b>UK Y3T1 S5</b> - Pupils should be taught: to use the term 'verb' appropriately.		
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>		
<b>UK Y3T1 S6</b> - Pupils should be taught: to secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing.		
<b>UK Y3T1 S7.a</b> - Pupils should be taught: the basic conventions of speech punctuation through: identifying speech marks in reading.		
<b>UK Y3T1 S7.b</b> - Pupils should be taught: the basic conventions of speech punctuation through: beginning to use in own writing.		
<b>UK Y3T1 S7.c</b> - Pupils should be taught: the basic conventions of speech punctuation through: using capital letters to mark the start of direct speech.		
<b>UK Y3T1 S8</b> - Pupils should be taught: to use the term 'speech marks'.		
<b>UK Y3T1 S9</b> - Pupils should be taught: to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples.		
<b>- REVISION AND CONSOLIDATION FROM KS1</b>		
<b>UK Y3T1 S10</b> - Pupils should be taught: to identify the boundaries between separate sentences in reading and in their own writing.		
<b>UK Y3T1 S11</b> - Pupils should be taught: to write in complete sentences.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T1 S12</b> - Pupils should be taught: to demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter.		
<b>UK Y3T1 S13</b> - Pupils should be taught: to use commas to separate items in a list.		
<b>- TEXT LEVEL WORK:</b> <b>Comprehension and composition</b>		
<b>- FICTION AND POETRY</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y3T1 T1</b> - Pupils should be taught: to compare a range of story settings, and to select words and phrases that describe scenes.		
<b>UK Y3T1 T2</b> - Pupils should be taught: how dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue.		
<b>UK Y3T1 T3</b> - Pupils should be taught: to be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used, e.g. puppets to present stories.		
<b>UK Y3T1 T4</b> - Pupils should be taught: to read, prepare and present playscripts.		
<b>UK Y3T1 T5</b> - Pupils should be taught: to recognise the key differences between prose and playscript, e.g. by looking at dialogue, stage directions, lay-out of text in prose and playscripts.		
<b>UK Y3T1 T6</b> - Pupils should be taught: to read aloud and recite poems, comparing different views of the same subject; to discuss choice of words and phrases that describe and create impact, e.g. adjectives, powerful and expressive verbs, e.g. 'stare' instead of 'look'.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y3 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T1 T7</b> - Pupils should be taught: to distinguish between rhyming and non-rhyming poetry and comment on the impact of layout.		
<b>UK Y3T1 T8</b> - Pupils should be taught: to express their views about a story or poem, identifying specific words and phrases to support their viewpoint.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y3T1 T9</b> - Pupils should be taught: to generate ideas relevant to a topic by brainstorming, word association, etc.		
<b>UK Y3T1 T10</b> - Pupils should be taught: using reading as a model, to write own passages of dialogue.		
<b>UK Y3T1 T11.a</b> - Pupils should be taught: to develop the use of settings in own stories by: writing short descriptions of known places.		
<b>UK Y3T1 T11.b</b> - Pupils should be taught: to develop the use of settings in own stories by: writing a description in the style of a familiar story.		
<b>UK Y3T1 T11.c</b> - Pupils should be taught: to develop the use of settings in own stories by: investigating and collecting sentences/phrases for story openings and endings - use some of these formal elements in re-telling and story writing.		
<b>UK Y3T1 T12</b> - Pupils should be taught: to collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons.		
<b>UK Y3T1 T13</b> - Pupils should be taught: to invent calligrams and a range of shape poems, selecting appropriate words and careful presentation. Build up class collections.		



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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T1 T14</b> - Pupils should be taught: to write simple playscripts based on own reading and oral work.		
<b>UK Y3T1 T15</b> - Pupils should be taught: to begin to organise stories into paragraphs; to begin to use paragraphing in presentation of dialogue in stories.		
<b>- NON-FICTION</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y3T1 T16</b> - Pupils should be taught: to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately.		
<b>UK Y3T1 T17</b> - Pupils should be taught: to notice differences in the style and structure of fiction and non-fiction writing.		
<b>UK Y3T1 T18</b> - Pupils should be taught: to locate information, using contents, index, headings, subheadings, page nos., bibliographies.		
<b>UK Y3T1 T19</b> - Pupils should be taught: to compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources.		
<b>UK Y3T1 T20</b> - Pupils should be taught: to read information passages, and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the 4 or 5 key points covered.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y3T1 T21</b> - Pupils should be taught: to make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source.		

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United Kingdom, ELA, 1998, Y3 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T1 T22</b> - Pupils should be taught: to write simple non-chronological reports from known information, e.g. from own experience or from texts read, using notes made to organise and present ideas. Write for a known audience, e.g. other pupils in class, teacher, parent.		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y3 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>		
<b>- REVISION AND CONSOLIDATION FROM KS1</b>		
<b>UK Y3T2 W1</b> - Pupils should be taught: the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3).	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 1</b> - PH01 Long vowels
<b>UK Y3T2 W2.a</b> - Pupils should be taught to: identify phonemes in speech and writing.		
<b>UK Y3T2 W2.b</b> - Pupils should be taught to: blend phonemes for reading.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
	<b>Skill Area 5</b> - Phonemic Awareness (PA)	<b>Skill 2</b> - PA02 Blending word parts
		<b>Skill 3</b> - PA03 Blending phonemes
<b>UK Y3T2 W2.c</b> - Pupils should be taught to: segment words into phonemes for spelling.		
<b>UK Y3T2 W3</b> - Pupils should be taught: to read and spell correctly the high frequency words from KS1 (Appendix List 1).		
<b>UK Y3T2 W4</b> - Pupils should be taught: to discriminate syllables in reading and spelling (from Year 2).		
<b>- SPELLING STRATEGIES</b>		
<b>UK Y3T2 W5</b> - Pupils should be taught: to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them.		
<b>UK Y3T2 W6.a</b> - Pupils should be taught: to use independent spelling strategies, including: sounding out and spelling using phonemes.		
<b>UK Y3T2 W6.b</b> - Pupils should be taught: to use independent spelling strategies, including: using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?).		

<b>Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, ELA, 1998, Y3 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T2 W6.c</b> - Pupils should be taught: to use independent spelling strategies, including: building from other words with similar patterns and meanings, e.g. medical, medicine.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 7</b> - OP07 Building words
	<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 2</b> - SA02 Word building
<b>UK Y3T2 W6.d</b> - Pupils should be taught: to use independent spelling strategies, including: spelling by analogy with other known words, e.g. light, fright.		
<b>UK Y3T2 W6.e</b> - Pupils should be taught: to use independent spelling strategies, including: using word banks, dictionaries.		
<b>UK Y3T2 W7</b> - Pupils should be taught: to practise new spellings regularly by 'look, say, cover, write, check' strategy.		
<b>- SPELLING CONVENTIONS AND RULES</b>		
<b>UK Y3T2 W8</b> - Pupils should be taught: how words change when er, est and y are added.		
<b>UK Y3T2 W9</b> - Pupils should be taught: to investigate and identify basic rules for changing the spelling of nouns when s is added.		
<b>UK Y3T2 W10</b> - Pupils should be taught: to investigate, spell and read words with silent letters, e.g. knee, gnat, wrinkle.		
<b>UK Y3T2 W11</b> - Pupils should be taught: to use the terms 'singular' and 'plural' appropriately.		
<b>UK Y3T2 W12</b> - Pupils should be taught: to recognise and generate compound words, e.g. playground, airport, shoelace, underneath; and to use this knowledge to support their spelling.		
<b>UK Y3T2 W13</b> - Pupils should be taught: to recognise and spell common suffixes and how these influence word meanings, e.g. -ly, -ful, -less.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T2 W14</b> - Pupils should be taught: to use their knowledge of suffixes to generate new words from root words, e.g. proud/proudly, hope/hopeful/hopeless.		
<b>UK Y3T2 W15</b> - Pupils should be taught: to use the apostrophe to spell shortened forms of words, e.g. don't, can't.		
<b>UK Y3T2 W16</b> - Pupils should be taught: to use the term 'suffix'.		
<b>- VOCABULARY EXTENSION</b>		
<b>UK Y3T2 W17</b> - Pupils should be taught: to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing.		
<b>UK Y3T2 W18</b> - Pupils should be taught: to infer the meaning of unknown words from context and generate a range of possible meanings, e.g. for the word 'ochre' in a particular sentence, discuss which is the most likely meaning and why.		
<b>UK Y3T2 W19</b> - Pupils should be taught: to use dictionaries to learn or check the spellings and definitions of words.		
<b>UK Y3T2 W20</b> - Pupils should be taught: to write their own definitions of words, developing precision and accuracy in expression.		
<b>UK Y3T2 W21</b> - Pupils should be taught: to use the term 'definition'.		
<b>UK Y3T2 W22</b> - Pupils should be taught: to know the quartiles of the dictionary, e.g. m lies around the halfway mark, t towards the end.		
<b>UK Y3T2 W23</b> - Pupils should be taught: to organise words or information alphabetically, using the first two letters.		
<b>UK Y3T2 W24</b> - Pupils should be taught: to explore opposites, e.g. upper/lower, rude/polite.	<b>Skill Area 9 - Vocabulary (VO)</b>	<b>Skill 3 - VO03 Antonyms</b>
<b>- HANDWRITING</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T2 W25.a</b> - Pupils should be taught: to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2: diagonal joins to letters without ascenders, e.g. ai, ar, un.		
<b>UK Y3T2 W25.b</b> - Pupils should be taught: to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2: horizontal joins to letters without ascenders, e.g. ou, vi, wi.		
<b>UK Y3T2 W25.c</b> - Pupils should be taught: to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2: diagonal joins to letters with ascenders, e.g. ab, ul, it.		
<b>UK Y3T2 W25.d</b> - Pupils should be taught: to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2: horizontal joins to letters with ascenders, e.g. ol, wh, ot.		
<b>UK Y3T2 W26</b> - Pupils should be taught: to ensure consistency in size and proportions of letters and the spacing between letters and words.		
<b>UK Y3T2 W27</b> - Pupils should be taught: to build up handwriting speed, fluency and legibility through practice.		
<b>- SENTENCE LEVEL WORK: Grammar and punctuation - GRAMMATICAL AWARENESS</b>		
<b>UK Y3T2 S1</b> - Pupils should be taught: to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading.	<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>Skill 6</b> - OP06 Drawing meaning from text
		<b>Skill 10</b> - OP10 Understanding words in context
		<b>Skill 14</b> - OP14 Decoding words
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks
		<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 2</b> - RA02 Sentence reading
		<b>Skill 3</b> - RA03 Paragraph reading
<b>UK Y3T2 S2.a</b> - Pupils should be taught: the function of adjectives within sentences, through: identifying adjectives in shared reading.		
<b>UK Y3T2 S2.b</b> - Pupils should be taught: the function of adjectives within sentences, through: discussing and defining what they have in common, i.e. words which qualify nouns.		
<b>UK Y3T2 S2.c</b> - Pupils should be taught: the function of adjectives within sentences, through: experimenting with deleting and substituting adjectives and noting effects on meaning.		
<b>UK Y3T2 S2.d</b> - Pupils should be taught: the function of adjectives within sentences, through: collecting and classifying adjectives, e.g. for colours, sizes, moods.		
<b>UK Y3T2 S2.e</b> - Pupils should be taught: the function of adjectives within sentences, through: experimenting with the impact of different adjectives through shared writing.		
<b>UK Y3T2 S3</b> - Pupils should be taught: to use the term adjective appropriately.		
<b>UK Y3T2 S4.a</b> - Pupils should be taught: to extend knowledge and understanding of pluralisation through: recognising the use of singular and plural forms in speech and through shared reading.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T2 S4.b</b> - Pupils should be taught: to extend knowledge and understanding of pluralisation through: transforming sentences from singular to plural and vice versa, noting which words have to change and which do not.		
<b>UK Y3T2 S4.c</b> - Pupils should be taught: to extend knowledge and understanding of pluralisation through: understanding the term 'collective noun' and collecting examples - experiment with inventing other collective nouns.		
<b>UK Y3T2 S4.d</b> - Pupils should be taught: to extend knowledge and understanding of pluralisation through: noticing which nouns can be pluralised and which cannot, e.g. trousers, rain.		
<b>UK Y3T2 S4.e</b> - Pupils should be taught: to extend knowledge and understanding of pluralisation through: recognising pluralisation as one test of a noun.		
<b>UK Y3T2 S5</b> - Pupils should be taught: to use the terms singular and plural appropriately.		
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>		
<b>UK Y3T2 S6</b> - Pupils should be taught: to note where commas occur in reading and to discuss their functions in helping the reader.		
<b>UK Y3T2 S7</b> - Pupils should be taught: to use the term 'comma' appropriately in relation to reading.		
<b>UK Y3T2 S8</b> - Pupils should be taught: other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines in poetry.		
<b>UK Y3T2 S9</b> - Pupils should be taught: to experiment with deleting words in sentences to see which are essential to retain meaning and which are not.		



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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T2 S10.a</b> - Pupils should be taught: to understand the differences between verbs in the 1st, 2nd and 3rd person, e.g. I/we do, you/you do, he/she/they do/does, through: collecting and categorising examples and noting the differences between the singular and plural persons.		
<b>UK Y3T2 S10.b</b> - Pupils should be taught: to understand the differences between verbs in the 1st, 2nd and 3rd person, e.g. I/we do, you/you do, he/she/they do/does, through: discussing the purposes for which each can be used.		
<b>UK Y3T2 S10.c</b> - Pupils should be taught: to understand the differences between verbs in the 1st, 2nd and 3rd person, e.g. I/we do, you/you do, he/she/they do/does, through: relating to different types of text, e.g. 1st person for diaries, personal letters, 2nd person for instructions, directions; 3rd person for narrative, recounts.		
<b>UK Y3T2 S10.d</b> - Pupils should be taught: to understand the differences between verbs in the 1st, 2nd and 3rd person, e.g. I/we do, you/you do, he/she/they do/does, through: experimenting with transforming sentences and noting which words need to be changed.		
<b>UK Y3T2 S11</b> - Pupils should be taught: to understand the need for grammatical agreement in speech and writing, e.g. I am; we are.		
<b>- TEXT LEVEL WORK:</b> <b>Comprehension and composition</b>		
<b>- FICTION AND POETRY</b>		
<b>- READING COMPREHENSION</b>		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T2 T1</b> - Pupils should be taught: to investigate the styles and voices of traditional story language - collect examples, e.g. story openings and endings; scene openers, e.g. 'Now when ...', 'A long time ago ...'; list, compare and use in own writing.		
<b>UK Y3T2 T2</b> - Pupils should be taught: to identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.		
<b>UK Y3T2 T3</b> - Pupils should be taught: to identify and discuss main and recurring characters, evaluate their behaviour and justify views.		
<b>UK Y3T2 T4</b> - Pupils should be taught: to choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.		
<b>UK Y3T2 T5</b> - Pupils should be taught: rehearse and improve performance, taking note of punctuation and meaning.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y3T2 T6</b> - Pupils should be taught: to plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning.		
<b>UK Y3T2 T7</b> - Pupils should be taught: to describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards.		
<b>UK Y3T2 T8</b> - Pupils should be taught: to write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways, e.g. as posters, labelled diagrams, letters to friends about them.		

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<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T2 T9</b> - Pupils should be taught: to write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting.		
<b>UK Y3T2 T10</b> - Pupils should be taught: to write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and expressions from story and using these to help structure the writing.		
<b>UK Y3T2 T11</b> - Pupils should be taught: to write new or extended verses for performance based on models of 'performance' and oral poetry read, e.g. rhythms, repetition.		
<b>- NON-FICTION</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y3T2 T12</b> - Pupils should be taught: to identify the different purposes of instructional texts, e.g. recipes, route-finders, timetables, instructions, plans, rules.		
<b>UK Y3T2 T13</b> - Pupils should be taught: to discuss the merits and limitations of particular instructional texts, including IT and other media texts, and to compare these with others, where appropriate, to give an overall evaluation.		
<b>UK Y3T2 T14</b> - Pupils should be taught: how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys.		
<b>UK Y3T2 T15</b> - Pupils should be taught: to read and follow simple instructions.		
<b>- WRITING COMPOSITION</b>		

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United Kingdom, ELA, 1998, Y3 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T2 T16</b> - Pupils should be taught: to write instructions, e.g. rules for playing games, recipes, using a range of organisational devices, e.g. lists, dashes, commas for lists in sentences, recognising the importance of correct sequence; use 'writing frames' as appropriate for support.		
<b>UK Y3T2 T17.a</b> - Pupils should be taught: to make clear notes, through, e.g.: discussing the purpose of note-making and looking at simple examples.		
<b>UK Y3T2 T17.b</b> - Pupils should be taught: to make clear notes, through, e.g.: identifying the purpose for which particular notes will be used.		
<b>UK Y3T2 T17.c</b> - Pupils should be taught: to make clear notes, through, e.g.: identifying key words, phrases or sentences in reading.		
<b>UK Y3T2 T17.d</b> - Pupils should be taught: to make clear notes, through, e.g.: exploring ways of writing ideas, messages, in shortened forms, e.g. notes, lists, headlines, telegrams, to understand that some words are more essential to meaning than others.		
<b>UK Y3T2 T17.e</b> - Pupils should be taught: to make clear notes, through, e.g.: making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in writing or on screen.		
<b>UK Y3T2 T17.f</b> - Pupils should be taught: to make clear notes, through, e.g.: identifying intended audience, i.e. self or others.		

<b>Standards List with Aligned Product Skills</b>		
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United Kingdom, ELA, 1998, Y3 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>		
<b>- REVISION AND CONSOLIDATION FROM KS1</b>		
<b>UK Y3T3 W1</b> - Pupils should be taught: the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3).	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 1</b> - PH01 Long vowels
<b>UK Y3T3 W2.a</b> - Pupils should be taught to: identify phonemes in speech and writing.		
<b>UK Y3T3 W2.b</b> - Pupils should be taught to: blend phonemes for reading.		
<b>UK Y3T3 W2.c</b> - Pupils should be taught to: segment words into phonemes for spelling.		
<b>UK Y3T3 W3</b> - Pupils should be taught: to read and spell correctly the high frequency words from KS1 (Appendix List 1).		
<b>UK Y3T3 W4</b> - Pupils should be taught: to discriminate syllables in reading and spelling (from Year 2).		
<b>- SPELLING STRATEGIES</b>		
<b>UK Y3T3 W5</b> - Pupils should be taught: to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them.		
<b>UK Y3T3 W6.a</b> - Pupils should be taught: to use independent spelling strategies, including: sounding out and spelling using phonemes.		
<b>UK Y3T3 W6.b</b> - Pupils should be taught: to use independent spelling strategies, including: using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?).		
<b>UK Y3T3 W6.c</b> - Pupils should be taught: to use independent spelling strategies, including: building from other words with similar patterns and meanings, e.g. medical, medicine.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 7</b> - OP07 Building words
	<b>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 2</b> - SA02 Word building

<b>Standards List with Aligned Product Skills</b>		
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United Kingdom, ELA, 1998, Y3 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Star Early Literacy	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y3T3 W6.d</b> - Pupils should be taught: to use independent spelling strategies, including: spelling by analogy with other known words, e.g. light, fright.		
<b>UK Y3T3 W6.e</b> - Pupils should be taught: to use independent spelling strategies, including: using word banks, dictionaries.		
<b>UK Y3T3 W7</b> - Pupils should be taught: to practise new spellings regularly by 'look, say, cover, write, check' strategy.		
<b>- SPELLING CONVENTIONS AND RULES</b>		
<b>UK Y3T3 W8</b> - Pupils should be taught: identify short words within longer words as an aid to spelling.		
<b>UK Y3T3 W9</b> - Pupils should be taught: to recognise and spell the prefixes mis-, non-, ex-, co-, anti-.		
<b>UK Y3T3 W10</b> - Pupils should be taught: to use their knowledge of these prefixes to generate new words from root words, e.g. lead/mislead, sense/nonsense, and to understand how they give clues to meaning, e.g. extend, export, explode; mislead, mistake, misplace.		
<b>UK Y3T3 W11</b> - Pupils should be taught: to use the apostrophe to spell further contracted forms, e.g. couldn't.		
<b>- VOCABULARY EXTENSION</b>		
<b>UK Y3T3 W12</b> - Pupils should be taught: to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing.		
<b>UK Y3T3 W13</b> - Pupils should be taught: to collect synonyms which will be useful in writing dialogue, e.g. shouted, cried, yelled, squealed, exploring the effects on meaning, e.g. through substituting these synonyms in sentences.		

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<b>UK Y3T3 W14</b> - Pupils should be taught: to explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. form (shape or document), wave (gesture, shape or motion).		
<b>UK Y3T3 W15</b> - Pupils should be taught: to understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling.		
<b>UK Y3T3 W16</b> - Pupils should be taught: to collect, investigate, classify common expressions from reading and own experience, e.g. ways of expressing surprise, apology, greeting, warning, thanking, refusing.		
<b>- HANDWRITING</b>		
<b>UK Y3T3 W17.a</b> - Pupils should be taught: to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing: diagonal joins to letters without ascenders, e.g. ai, ar, un.		
<b>UK Y3T3 W17.b</b> - Pupils should be taught: to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing: horizontal joins to letters without ascenders, e.g. ou, vi, wi.		
<b>UK Y3T3 W17.c</b> - Pupils should be taught: to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing: diagonal joins to letters with ascenders, e.g. ab, ul, it.		

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<b>UK Y3T3 W17.d</b> - Pupils should be taught: to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing: horizontal joins to letters with ascenders, e.g. ol, wh, ot.		
<b>UK Y3T3 W18</b> - Pupils should be taught: to ensure consistency in size and proportions of letters and the spacing between letters and words.		
<b>UK Y3T3 W19</b> - Pupils should be taught: to build up handwriting speed, fluency and legibility through practice.		
<b>- SENTENCE LEVEL WORK:</b> <b>Grammar and punctuation</b> <b>- GRAMMATICAL AWARENESS</b>		
<b>UK Y3T3 S1</b> - Pupils should be taught: to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
		<b>Skill 10</b> - OP10 Understanding words in context
		<b>Skill 14</b> - OP14 Decoding words
		<b>Skill 19</b> - OP19 Succeeding with literacy tasks
		<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 2</b> - RA02 Sentence reading
		<b>Skill 3</b> - RA03 Paragraph reading
<b>UK Y3T3 S2.a</b> - Pupils should be taught: to identify pronouns and understand their functions in sentences through: noticing in speech and reading how they stand in place of nouns.		



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<b>UK Y3T3 S2.b</b> - Pupils should be taught: to identify pronouns and understand their functions in sentences through: substituting pronouns for common and proper nouns in own writing.		
<b>UK Y3T3 S2.c</b> - Pupils should be taught: to identify pronouns and understand their functions in sentences through: distinguishing personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers.		
<b>UK Y3T3 S2.d</b> - Pupils should be taught: to identify pronouns and understand their functions in sentences through: distinguishing the 1st, 2nd, 3rd person forms of pronouns, e.g. I, me, we; you; she, her, them investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person.		
<b>UK Y3T3 S2.e</b> - Pupils should be taught: to identify pronouns and understand their functions in sentences through: investigating how pronouns are used to mark gender: he, she, they, etc.		
<b>UK Y3T3 S3</b> - Pupils should be taught: to ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. I am, we are, in standard English.		
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>		
<b>UK Y3T3 S4</b> - Pupils should be taught: to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence.		
<b>UK Y3T3 S5</b> - Pupils should be taught: how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to 'and' and 'then', e.g.: if, so, while, though, since, when.		

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<b>UK Y3T3 S6</b> - Pupils should be taught: to investigate through reading and writing how words and phrases can signal time sequences, e.g. first, then, after, meanwhile, from, where.		
<b>UK Y3T3 S7</b> - Pupils should be taught: to become aware of the use of commas in marking grammatical boundaries within sentences.		
<b>- TEXT LEVEL WORK: Comprehension and composition</b>		
<b>- FICTION AND POETRY</b>		
<b>- READING COMPREHENSION STRATEGIES</b>		
<b>UK Y3T3 T1</b> - Pupils should be taught: to re-tell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences.		
<b>UK Y3T3 T2</b> - Pupils should be taught: to refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know language is used to create these, e.g. use of adjectives for description.		
<b>UK Y3T3 T3</b> - Pupils should be taught: to distinguish between 1st and 3rd person accounts.		
<b>UK Y3T3 T4</b> - Pupils should be taught: to consider credibility of events, e.g. by selecting some real life adventures either written or retold as stories and comparing them with fiction.		
<b>UK Y3T3 T5</b> - Pupils should be taught: to discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements.		

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<b>UK Y3T3 T6</b> - Pupils should be taught: to compare forms or types of humour, e.g. by exploring, collecting and categorising form or type of humour, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, calligrams.		
<b>UK Y3T3 T7</b> - Pupils should be taught: to select, prepare, read aloud and recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects.		
<b>UK Y3T3 T8</b> - Pupils should be taught: to compare and contrast works by the same author, e.g. different stories, sequels using same characters in new settings, stories sharing similar themes.		
<b>UK Y3T3 T9</b> - Pupils should be taught: to be aware of authors and to discuss preferences and reasons for these.		
<b>- WRITING COMPOSITION STRATEGIES</b>		
<b>UK Y3T3 T10</b> - Pupils should be taught: to plot a sequence of episodes modelled on a known story, as a plan for writing.		
<b>UK Y3T3 T11</b> - Pupils should be taught: to write openings to stories or chapters linked to or arising from reading; to focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes.		
<b>UK Y3T3 T12</b> - Pupils should be taught: to write a first person account, e.g. write a character's own account of incident in story read.		
<b>UK Y3T3 T13</b> - Pupils should be taught: to write more extended stories based on a plan of incidents and set out in simple chapters with titles and author details; to use paragraphs to organise the narrative.		

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<b>UK Y3T3 T14</b> - Pupils should be taught: to write book reviews for a specified audience, based on evaluations of plot, characters and language.		
<b>UK Y3T3 T15</b> - Pupils should be taught: to write poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms.		
<b>- NON-FICTION</b>		
<b>- READING COMPREHENSION</b>		
<b>UK Y3T3 T16</b> - Pupils should be taught: to read examples of letters written for a range of purposes, e.g. to recount, explain, enquire, complain, congratulate, comment; understand form and layout including use of paragraphs, ways of starting, ending, etc. and ways of addressing different audiences - formal/informal.		
<b>UK Y3T3 T17</b> - Pupils should be taught: to 'scan' indexes, directories and IT sources, etc. to locate information quickly and accurately.		
<b>UK Y3T3 T18</b> - Pupils should be taught: to locate books by classification in class or school libraries.		
<b>UK Y3T3 T19</b> - Pupils should be taught: to summarise orally in one sentence the content of a passage or text, and the main point it is making.		
<b>- WRITING COMPOSITION</b>		
<b>UK Y3T3 T20</b> - Pupils should be taught: to write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader.		
<b>UK Y3T3 T21</b> - Pupils should be taught: to use IT to bring to a published form - discuss relevance of layout, font, etc. to audience.		

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<b>UK Y3T3 T22</b> - Pupils should be taught: to experiment with recounting the same event in a variety of ways, e.g. in the form of a story, a letter, a news report.		
<b>UK Y3T3 T23</b> - Pupils should be taught: to organise letters into simple paragraphs.		
<b>UK Y3T3 T24</b> - Pupils should be taught: to make alphabetically ordered texts - use information from other subjects, own experience, or derived from other information books, e.g. a book about building materials, sports.		
<b>UK Y3T3 T25</b> - Pupils should be taught: to revise and extend work on note-making from previous term.		
<b>UK Y3T3 T26</b> - Pupils should be taught: to summarise in writing the content of a passage or text and the main point it is making.		