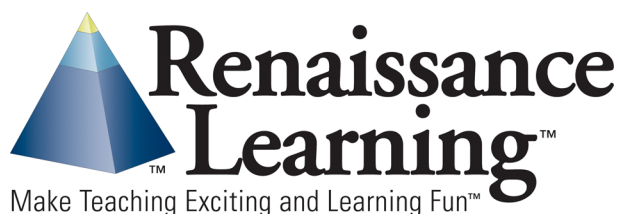




**United Kingdom Standards Alignments**  
Years Zero through Three



Make Teaching Exciting and Learning Fun™

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## United Kingdom Standards Alignments

# Abbreviated Standards List with Aligned Product Skills

The Abbreviated Standards List with Aligned Product Skills Report is a standards-oriented document showing only those standards that align to the product objectives. The subject and year display 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>Abbreviated 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>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 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 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>Abbreviated 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>Skill Area 8</b> - Structural Analysis (SA)	<b>Skill 1</b> - SA01 Word finding
		<b>Skill 2</b> - SA02 Word building
<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 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>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 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>Abbreviated 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 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>UK Y1T1 W5</b> - Pupils should be taught: to blend phonemes to read CVC words in rhyming and non-rhyming sets.	<b>Skill Area 6</b> - Phonics (PH)	<b>Skill 3</b> - PH03 Beginning consonants
		<b>Skill 4</b> - PH04 Ending consonants
	<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 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>Abbreviated 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 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>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in content critical to literacy
<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 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 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 Y1T1 W11</b> - Pupils should be taught: to spell common irregular words from Appendix List 1.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 3</b> - SA03 Compound words
		<b>Skill 9</b> - OP09 Recognising irregular words
<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>Abbreviated 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 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>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>Abbreviated 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.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>UK Y1T2 W6</b> - Pupils should be taught: to read on sight approximately 30 more high frequency words from Appendix List 1.		<b>Skill 11</b> - PH11 Consonant clusters
	<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>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 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>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>UK Y1T2 W9</b> - Pupils should be taught: to spell common irregular words from Appendix List 1.	<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>Skill Area 1</b> - Overall Product (OP)	<b>Skill 9</b> - OP09 Recognising irregular words
<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>Abbreviated 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 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>Abbreviated 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 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 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>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 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 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 6</b> - OP06 Drawing meaning from text
		<b>Skill 14</b> - OP14 Decoding words

<b>Abbreviated 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>Abbreviated 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 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 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>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>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 7</b> - Reading Accuracy (RA)	<b>Skill 2</b> - RA02 Sentence 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>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 6</b> - OP06 Drawing meaning from text
		<b>Skill 10</b> - OP10 Understanding words in context
		<b>Skill 14</b> - OP14 Decoding words

<b>Abbreviated 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>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>Abbreviated 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 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 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 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 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>Abbreviated 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>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>Abbreviated Standards List with Aligned Product Skills</b>				
<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>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 1</b> - RA01 Word reading		
<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 1</b> - VO01 Picture vocabulary: high frequency words		
		<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 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>Abbreviated 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 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.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 2</b> - PA02 Blending word parts	
		<b>Skill 3</b> - PA03 Blending phonemes	
<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 2</b> - SA02 Word building	
<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 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 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>Abbreviated 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 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.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 2</b> - PA02 Blending word parts
		<b>Skill 3</b> - PA03 Blending phonemes
<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 2</b> - SA02 Word building
<b>UK Y3T2 W24</b> - Pupils should be taught: to explore opposites, e.g. upper/lower, rude/polite.	<b>Skill Area 9</b> - Vocabulary (VO)	<b>Skill 3</b> - VO03 Antonyms
<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
		<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 1</b> - RA01 Word reading
<b>Skill Area 7</b> - Reading Accuracy (RA)	<b>Skill 2</b> - RA02 Sentence reading	
		<b>Skill 3</b> - RA03 Paragraph reading

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
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 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 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 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