



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



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## United Kingdom Standards Alignments

# Standards List with Aligned Product Skills

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

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Note to educator:

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

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

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

Sincerely,

Renaissance Sales and Funding Staff

<b>Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y0, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</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>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>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>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.			
<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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>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>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>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.			
<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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
<b>UK YR W7</b> - Pupils should be taught: to read on sight the words from texts of appropriate difficulty.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Developing concepts of print (for early readers)
<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>Product Description</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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 13</b> - OP13 Improving critical thinking
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context

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Standard	Product Description	Skill Area Description	Skill Description
		<b>Skill Area 9 -</b> Vocabulary Acquisition (VA)	<b>Skill 8 -</b> VA08 Using syntax to identify word meanings
			<b>Skill 9 -</b> VA09 Using context clues to infer the meaning of unfamiliar words
<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>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 1 -</b> Overall Product (OP)	<b>Skill 2 -</b> OP02 Developing concepts of print (for early readers)
<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.			
<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>			



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Standard	Product Description	Skill Area Description	Skill Description
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 15</b> - OP15 Engaging in literature-based reading
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
			<b>Skill 10</b> - RPQ10 Identifying setting
			<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 5</b> - LA05 Understanding historical/cultural factors
<b>UK YR T3</b> - Pupils should be taught: to re-read a text to provide context cues to help read unfamiliar words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 9</b> - VA09 Using context clues to infer the meaning of 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 ...'.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 18</b> - OP18 Choosing a variety of reading material
<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.			
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 16</b> - OP16 Acquiring understanding of literary features
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 3</b> - LA03 Understanding literary features
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 10</b> - RPQ10 Identifying setting
			<b>Skill 12</b> - RPQ12 Identifying plot
			<b>Skill 13</b> - RPQ13 Recalling events
			<b>Skill 14</b> - RPQ14 Recalling sequence of events
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 1</b> - IU01 Describing events
			<b>Skill 2</b> - IU02 Identifying reasons for events
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 6</b> - IC06 Recognising cause and effect

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>			
<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.			

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<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>Product Description</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>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>UK Y1T1 W2</b> - Pupils should be taught: from YR, to practise and secure alphabetic letter knowledge and alphabetic 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>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>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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying 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>UK Y1T1 W11</b> - Pupils should be taught: to spell common irregular words from Appendix List 1.			
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 13</b> - OP13 Improving critical thinking

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<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.			

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Standard	Product Description	Skill Area Description	Skill Description
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>			
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Developing concepts of print (for early readers)
<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: 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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge



<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 10</b> - RPQ10 Identifying setting
			<b>Skill 13</b> - RPQ13 Recalling events

<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 15</b> - RPQ15 Identifying significant events
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 1</b> - IU01 Describing events
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 2</b> - LA02 Identifying setting
<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>- 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.			

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United Kingdom, ELA, 1998, Y1 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 2</b> - Technology - software (TS)	<b>Skill 2</b> - TS02 Following instructions within the program
<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</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>UK Y1T2 W2</b> - Pupils should be taught: to investigate, read and spell words ending in ff, ll, ss, ck, ng.			
<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>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>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>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>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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying 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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
			<b>Skill 5</b> - VA05 Identifying suffixes
			<b>Skill 6</b> - VA06 Identifying compound words
			<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y1T2 W8</b> - Pupils should be taught: to investigate and learn spellings of words with 's' for plurals.			

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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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y1T2 W9</b> - Pupils should be taught: to spell common irregular words from Appendix List 1.			
<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>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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context

<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 - Accelerated Reader	
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 9 -</b> Vocabulary Acquisition (VA)	<b>Skill 8 -</b> VA08 Using syntax to identify word meanings
			<b>Skill 9 -</b> VA09 Using context clues to infer the meaning of unfamiliar words
<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>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 3 -</b> Reading Practice Quizzes (RPQ)	<b>Skill 1 -</b> RPQ01 Reading and understanding English vocabulary and sentence structure
<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:</b> <b>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.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 1 -</b> Overall Product (OP)	<b>Skill 1 -</b> OP01 Engaging in guided independent reading practice
			<b>Skill 7 -</b> OP07 Improving confidence with reading
			<b>Skill 8 -</b> OP08 Building comprehension
			<b>Skill 9 -</b> OP09 Building vocabulary knowledge

<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 - Accelerated Reader	
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar 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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 3</b> - OP03 Knowing one's own reading level
			<b>Skill 4</b> - OP04 Matching book level to one's own reading level
			<b>Skill 5</b> - OP05 Self-selecting appropriate books for success
			<b>Skill 13</b> - OP13 Improving critical thinking
			<b>Skill 14</b> - OP14 Nurturing intrinsic love of reading
			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<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.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 1</b> - IU01 Describing events

Standards List with Aligned Product Skills			
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United Kingdom, ELA, 1998, Y1 Term 2, National Literacy Strategy, produced by Department for Education and Skills		UK Renaissance Place - Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			<b>Skill 2</b> - IU02 Identifying reasons for events
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 18</b> - RPQ18 Recalling characters
			<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 22</b> - RPQ22 Recognising dialogue
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
<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>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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>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.			

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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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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.			
<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</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>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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y1T3 W3</b> - Pupils should be taught: to read on sight other familiar words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading 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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 9 -</b> Vocabulary Acquisition (VA)	<b>Skill 3 -</b> VA03 Identifying 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>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 3 -</b> Reading Practice Quizzes (RPQ)	<b>Skill 3 -</b> RPQ03 Practising reading with guidance and accountability
			<b>Skill 8 -</b> RPQ08 Identifying and reading words
		<b>Skill Area 9 -</b> Vocabulary Acquisition (VA)	<b>Skill 3 -</b> VA03 Identifying words
<b>UK Y1T3 W5</b> - Pupils should be taught: to recognise words by common spelling patterns.			
<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>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 9 -</b> Vocabulary Acquisition (VA)	<b>Skill 7 -</b> VA07 Identifying derivatives
<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>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 1 -</b> Overall Product (OP)	<b>Skill 8 -</b> OP08 Building comprehension

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
			<b>Skill 13</b> - OP13 Improving critical thinking
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<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.			

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<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
			<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge



<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 - Accelerated Reader	
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 3</b> - OP03 Knowing one's own reading level
			<b>Skill 4</b> - OP04 Matching book level to one's own reading level

<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 5</b> - OP05 Self-selecting appropriate books for success
			<b>Skill 13</b> - OP13 Improving critical thinking
			<b>Skill 14</b> - OP14 Nurturing intrinsic love of reading
			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 2</b> - RPQ02 Identifying book title and author
<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence
<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>			

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United Kingdom, ELA, 1998, Y1 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</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>			
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United Kingdom, ELA, 1998, Y2 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</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>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>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>UK Y2T1 W5</b> - Pupils should be taught: to read on sight and spell approximately 30 more words from Appendix List 1.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words

<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<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.			

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<b>Standard</b>	<b>Product Description</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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
			<b>Skill 4</b> - VPQ04 Revising missed words for mastery
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings

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United Kingdom, ELA, 1998, Y2 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<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>- TEXT LEVEL WORK:</b> <b>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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability



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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words

<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 14</b> - RPQ14 Recalling sequence of events
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence
<b>UK Y2T1 T5</b> - Pupils should be taught: to identify and discuss reasons for events in stories, linked to plot.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 12</b> - RPQ12 Identifying plot
			<b>Skill 13</b> - RPQ13 Recalling events
			<b>Skill 15</b> - RPQ15 Identifying significant events
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 2</b> - IU02 Identifying reasons for events
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 1</b> - LA01 Identifying and analysing 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.			
<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>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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 2</b> - Technology - software (TS)	<b>Skill 2</b> - TS02 Following instructions within the program
<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.			
<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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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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<b>Standard</b>	<b>Product Description</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>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>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>			

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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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y2T2 W8</b> - Pupils should be taught: to spell words with common prefixes, e.g. 'un', 'dis', to indicate the negative.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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.			
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read

Standards List with Aligned Product Skills			
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Standard	Product Description	Skill Area Description	Skill Description
			<b>Skill 4</b> - VPQ04 Revising missed words for mastery
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<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.		<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ) <b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<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.			



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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y2T2 S9</b> - Pupils should be taught: to secure the use of simple sentences in own writing.			
<b>- TEXT LEVEL WORK:</b> <b>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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning

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		<b>Skill Area 8 -</b> Vocabulary Practice Quizzes (VPQ)	<b>Skill 1 - VPQ01</b> Acquiring vocabulary by encountering words in context
			<b>Skill 2 - VPQ02</b> Learning new vocabulary in context
			<b>Skill 3 - VPQ03</b> Identifying correct definitions for vocabulary words from books read
		<b>Skill Area 9 -</b> Vocabulary Acquisition (VA)	<b>Skill 2 - VA02</b> Recalling word meaning
			<b>Skill 8 - VA08</b> Using syntax to identify word meanings
			<b>Skill 9 - VA09</b> Using context clues to infer the meaning of unfamiliar words
<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>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 3 - Reading</b> Practice Quizzes (RPQ)	<b>Skill 10 - RPQ10</b> Identifying setting
		<b>Skill Area 4 - Literacy</b> Skills Quizzes - Initial Understanding (IU)	<b>Skill 1 - IU01</b> Describing events
			<b>Skill 2 - IU02</b> Identifying reasons for events
		<b>Skill Area 5 - Literacy</b> Skills Quizzes - Literary Analysis (LA)	<b>Skill 2 - LA02</b> Identifying setting
		<b>Skill Area 6 - Literacy</b> Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 1 - IC01</b> Comparing and Contrasting

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			<b>Skill 2</b> - IC02 Drawing conclusions
			<b>Skill 6</b> - IC06 Recognising cause and effect
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 10</b> - VA10 Supporting interpretations with examples drawn from text
			<b>Skill 14</b> - VA14 Comprehending key words in text
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 18</b> - RPQ18 Recalling characters
			<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 21</b> - RPQ21 Describing characters
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
<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.			

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<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>			
<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.			

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<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>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>Standard</b>	<b>Product Description</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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying 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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y2T3 W6</b> - Pupils should be taught: to investigate words which have the same spelling patterns but different sounds.			
<b>UK Y2T3 W7</b> - Pupils should be taught: to spell words with common suffixes, e.g. -ful, -ly.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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.			
<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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>UK Y2T3 T1</b> - Pupils should be taught: to reinforce and apply their word-level skills through shared and guided reading.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice



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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 - Accelerated Reader	
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
			<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1</b> - CM01 Deriving word or phrase meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings

<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 2</b> - RPQ02 Identifying book title and author
<b>UK Y2T3 T6</b> - Pupils should be taught: to read, respond imaginatively, recommend and collect examples of humorous stories, extracts, poems.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 5</b> - CM05 Responding to literature
<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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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.			
<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>			

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United Kingdom, ELA, 1998, Y2 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</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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United Kingdom, ELA, 1998, Y3 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</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>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>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?).			
<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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<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>UK Y3T1 W12</b> - Pupils should be taught: to use the term 'prefix'.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<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.			
<b>UK Y3T1 W14</b> - Pupils should be taught: to infer the meaning of unknown words from context.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge

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United Kingdom, ELA, 1998, Y3 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 3</b> - IC03 Making inferences
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
			<b>Skill 10</b> - VA10 Supporting interpretations with examples drawn from text
<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.			

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<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>			
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context



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			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
			<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
			<b>Skill 10</b> - VA10 Supporting interpretations with examples drawn from text
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)
<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>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<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>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Developing concepts of print (for early readers)

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<b>UK Y3T1 S11</b> - Pupils should be taught: to write in complete sentences.			
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 5</b> - IU05 Identifying the function of 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.			

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Standard	Product Description	Skill Area Description	Skill Description
<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>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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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.			
<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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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.			
<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</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>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>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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</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>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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 6</b> - VA06 Identifying compound words
<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.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 5</b> - VA05 Identifying suffixes



Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
United Kingdom, ELA, 1998, Y3 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 3</b> - IC03 Making inferences
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
			<b>Skill 10</b> - VA10 Supporting interpretations with examples drawn from text

<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>- HANDWRITING</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.			

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<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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:</b> <b>Grammar and punctuation</b> <b>- 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>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 1 - Overall</b> Product (OP)	<b>Skill 8 - OP08</b> Building comprehension
			<b>Skill 9 - OP09</b> Building vocabulary knowledge
		<b>Skill Area 3 - Reading</b> Practice Quizzes (RPQ)	<b>Skill 1 - RPQ01</b> Reading and understanding English vocabulary and sentence structure
			<b>Skill 4 - RPQ04</b> Comprehending literal meaning of reading material
			<b>Skill 8 - RPQ08</b> Identifying and reading words
			<b>Skill 9 - RPQ09</b> Recalling word meaning
		<b>Skill Area 8 -</b> Vocabulary Practice Quizzes (VPQ)	<b>Skill 1 - VPQ01</b> Acquiring vocabulary by encountering words in context

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
United Kingdom, ELA, 1998, Y3 Term 2, National Literacy Strategy, produced by Department for Education and Skills		UK Renaissance Place - Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
			<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
			<b>Skill 10</b> - VA10 Supporting interpretations with examples drawn from text
<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>Standards List with Aligned Product Skills</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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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.			
<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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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.			
<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.			

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<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>			
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 16</b> - RPQ16 Identifying the overall message
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 6</b> - CM06 Identifying the overall message
<b>UK Y3T2 T3</b> - Pupils should be taught: to identify and discuss main and recurring characters, evaluate their behaviour and justify views.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 18</b> - RPQ18 Recalling characters
			<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 21</b> - RPQ21 Describing characters
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 4</b> - IU04 Identifying feelings
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
<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.			

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United Kingdom, ELA, 1998, Y3 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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.			
<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>			



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United Kingdom, ELA, 1998, Y3 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 2</b> - Technology - software (TS)	<b>Skill 2</b> - TS02 Following instructions within the program
<b>- WRITING COMPOSITION</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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</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>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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<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?).			

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United Kingdom, ELA, 1998, Y3 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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>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>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 9 -</b> Vocabulary Acquisition (VA)	<b>Skill 4 -</b> VA04 Identifying prefixes
<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>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 - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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.			
<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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<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.			
<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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 8</b> - OP08 Building comprehension
			<b>Skill 9</b> - OP09 Building vocabulary knowledge
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
			<b>Skill 4</b> - RPQ04 Comprehending literal meaning of reading material

Standards List with Aligned Product Skills			
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Standard	Product Description	Skill Area Description	Skill Description
			<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
			<b>Skill 3</b> - VPQ03 Identifying correct definitions for vocabulary words from books read
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
			<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words
			<b>Skill 10</b> - VA10 Supporting interpretations with examples drawn from text
<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.			
<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.			

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<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:</b> <b>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>Product 1</b> - Accelerated Reader UK	<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
<b>UK Y3T3 T3</b> - Pupils should be taught: to distinguish between 1st and 3rd person accounts.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
<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.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>			
<b>- REVISION AND CONSOLIDATION FROM YEAR 3</b>			
<b>UK Y4T1 W1.a</b> - Pupils should be taught: to read and spell words through: identifying phonemes in speech and writing.			
<b>UK Y4T1 W1.b</b> - Pupils should be taught: to read and spell words through: blending phonemes for reading.			
<b>UK Y4T1 W1.c</b> - Pupils should be taught: to read and spell words through: segmenting words into phonemes for spelling.			
<b>UK Y4T1 W1.d</b> - Pupils should be taught: to read and spell words through: correct reading and spelling of high frequency words from KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y4T1 W1.e</b> - Pupils should be taught: to read and spell words through: identifying syllabic patterns in multi-syllabic words.			
<b>UK Y4T1 W1.f</b> - Pupils should be taught: to read and spell words through: using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words

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United Kingdom, ELA, 1998, Y4 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T1 W1.g</b> - Pupils should be taught: to read and spell words through: recalling the high frequency words learnt in KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
<b>- SPELLING STRATEGIES</b>			
<b>UK Y4T1 W2</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 Y4T1 W3.a</b> - Pupils should be taught: to use independent spelling strategies, including: sounding out and spelling using phonemes.			
<b>UK Y4T1 W3.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 Y4T1 W3.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>UK Y4T1 W3.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 Y4T1 W3.e</b> - Pupils should be taught: to use independent spelling strategies, including: using word banks, dictionaries.			
<b>UK Y4T1 W4</b> - Pupils should be taught: to practise new spellings regularly by 'look, say, cover, write, check' strategy.			

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<b>- SPELLING CONVENTIONS AND RULES</b>			
<b>UK Y4T1 W5</b> - Pupils should be taught: to spell two-syllable words containing double consonants, e.g. bubble, kettle, common.			
<b>UK Y4T1 W6</b> - Pupils should be taught: to distinguish between the spelling and meanings of common homophones, e.g. to/two/too; they're/their/there; piece/peace.			
<b>UK Y4T1 W7</b> - Pupils should be taught: to spell regular verb endings s, ed, ing (link to grammar work on tenses).	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y4T1 W8</b> - Pupils should be taught: to spell irregular tense changes, e.g. go/went, can/could.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y4T1 W9</b> - Pupils should be taught: to recognise and spell the suffixes: -al, -ary, -ic, -ship, -hood, -ness, -ment.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 5</b> - VA05 Identifying suffixes
<b>UK Y4T1 W10</b> - Pupils should be taught: to read and spell correctly the words in Appendix List 2.			
<b>- VOCABULARY EXTENSION</b>			
<b>UK Y4T1 W11</b> - Pupils should be taught: to define familiar vocabulary in their own words, using alternative phrases or expressions.			
<b>UK Y4T1 W12</b> - Pupils should be taught: to use 3rd and 4th place letters to locate and sequence words in alphabetical order.			
<b>UK Y4T1 W13</b> - Pupils should be taught: to use a rhyming dictionary, e.g. in composing jingles.			
<b>UK Y4T1 W14</b> - Pupils should be taught: the ways in which nouns and adjectives, e.g. fix, simple, solid, drama, dead can be made into verbs by use of the suffixes -ate, -ify, etc.; investigate spelling patterns and generate rules to govern the patterns.			
<b>- HANDWRITING</b>			

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<b>UK Y4T1 W15</b> - Pupils should be taught: to use joined handwriting for all writing except where other special forms are required.			
<b>UK Y4T1 W16.a</b> - Pupils should be taught: to know when to use: a clear neat hand for finished, presented work.			
<b>UK Y4T1 W16.b</b> - Pupils should be taught: to know when to use: informal writing for everyday informal work, rough drafting, etc.			
<b>UK Y4T1 W17</b> - Pupils should be taught: to ensure consistency in size and proportions of letters and spacing between letters and words.			
<b>- SENTENCE LEVEL WORK:</b>			
<b>Grammar and punctuation</b>			
<b>- GRAMMATICAL AWARENESS</b>			
<b>UK Y4T1 S1</b> - Pupils should be taught: to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions.			
<b>UK Y4T1 S2.a</b> - Pupils should be taught: to revise work on verbs from Year 1 term 3 and to investigate verb tenses: (past, present and future): compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. 'when the circuit is ...'); forecasts/directions etc. in future. Develop awareness of how tense relates to purpose and structure of text.			
<b>UK Y4T1 S2.b</b> - Pupils should be taught: to revise work on verbs from Year 1 term 3 and to investigate verb tenses: (past, present and future): to understand the term 'tense' (i.e. that it refers to time) in relation to verbs and use it appropriately.			



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<b>UK Y4T1 S2.c</b> - Pupils should be taught: to revise work on verbs from Year 1 term 3 and to investigate verb tenses: (past, present and future): understand that one test of whether a word is a verb is whether or not its tense can be changed.			
<b>UK Y4T1 S3</b> - Pupils should be taught: to identify the use of powerful verbs, e.g. 'hobbled' instead of 'went', e.g. through cloze procedure.			
<b>UK Y4T1 S4.a</b> - Pupils should be taught: to identify adverbs and understand their functions in sentences through: identifying common adverbs with ly suffix and discussing their impact on the meaning of sentences.			
<b>UK Y4T1 S4.b</b> - Pupils should be taught: to identify adverbs and understand their functions in sentences through: noticing where they occur in sentences and how they are used to qualify the meanings of verbs.			
<b>UK Y4T1 S4.c</b> - Pupils should be taught: to identify adverbs and understand their functions in sentences through: collecting and classifying examples of adverbs, e.g. for speed: swiftly, rapidly, sluggishly; light: brilliantly, dimly.			
<b>UK Y4T1 S4.d</b> - Pupils should be taught: to identify adverbs and understand their functions in sentences through: investigating the effects of substituting adverbs in clauses or sentences, e.g. They left the house ...ly			
<b>UK Y4T1 S4.e</b> - Pupils should be taught: to identify adverbs and understand their functions in sentences through: using adverbs with greater discrimination in own writing.			
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>			

<b>Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y4 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T1 S5</b> - Pupils should be taught: to practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing.			
<b>- TEXT LEVEL WORK:</b> <b>Comprehension and composition</b>			
<b>- FICTION AND POETRY</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y4T1 T1</b> - Pupils should be taught: to investigate how settings and characters are built up from small details, and how the reader responds to them.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 7</b> - RPQ07 Recalling details
			<b>Skill 10</b> - RPQ10 Identifying setting
			<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 21</b> - RPQ21 Describing characters
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 3</b> - IU03 Identifying details
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 2</b> - LA02 Identifying setting
			<b>Skill 3</b> - LA03 Understanding literary features
			<b>Skill 4</b> - LA04 Describing characters
			<b>Skill 6</b> - LA06 Understanding the author's craft
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 5</b> - CM05 Responding to literature
<b>UK Y4T1 T2</b> - Pupils should be taught: to identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict actions.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 18</b> - RPQ18 Recalling characters
			<b>Skill 19</b> - RPQ19 Identifying characters

<b>Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y4 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 21</b> - RPQ21 Describing characters
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 5</b> - IU05 Identifying the function of dialogue
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 5</b> - IC05 Making predictions
<b>UK Y4T1 T3</b> - Pupils should be taught: to explore chronology in narrative using written or other media texts, by mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others told in detail.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 14</b> - RPQ14 Recalling sequence of events
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence
<b>UK Y4T1 T4</b> - Pupils should be taught: to explore narrative order: identify and map out the main stages of the story: introductions - build-ups - climaxes or conflicts - resolutions.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 12</b> - RPQ12 Identifying plot
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 1</b> - LA01 Identifying and analysing plot
<b>UK Y4T1 T5</b> - Pupils should be taught: to prepare, read and perform playscripts; compare organisation of scripts with stories - how are settings indicated, story lines made clear?			
<b>UK Y4T1 T6</b> - Pupils should be taught: to chart the build-up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded.			

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United Kingdom, ELA, 1998, Y4 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T1 T7</b> - Pupils should be taught: compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences.			
<b>UK Y4T1 T8</b> - Pupils should be taught: to find out more about popular authors, poets, etc. and use this information to move onto more books by favourite writers.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y4T1 T9</b> - Pupils should be taught: to use different ways of planning stories, e.g. using brainstorming, notes, diagrams.			
<b>UK Y4T1 T10</b> - Pupils should be taught: to plan a story identifying the stages of its telling.			
<b>UK Y4T1 T11</b> - Pupils should be taught: write character sketches, focusing on small details to evoke sympathy or dislike.			
<b>UK Y4T1 T12</b> - Pupils should be taught: to write independently, linking own experience to situations in historical stories, e.g. How would I have responded? What would I do next?			
<b>UK Y4T1 T13</b> - Pupils should be taught: to write playscripts, e.g. using known stories as basis.			
<b>UK Y4T1 T14</b> - Pupils should be taught: to write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs.			
<b>UK Y4T1 T15</b> - Pupils should be taught: to use paragraphs in story writing to organise and sequence the narrative.			
<b>- NON-FICTION</b>			
<b>- READING COMPREHENSION</b>			

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<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y4 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T1 T16</b> - Pupils should be taught: to identify different types of text, e.g. their content, structure, vocabulary, style, lay-out and purpose.			
<b>UK Y4T1 T17</b> - Pupils should be taught: to identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently.			
<b>UK Y4T1 T18</b> - Pupils should be taught: to select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information.			
<b>UK Y4T1 T19</b> - Pupils should be taught: to understand and use the terms fact and opinion; and to begin to distinguish the two in reading and other media.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 2</b> - CM02 Differentiating fact and opinion
<b>UK Y4T1 T20</b> - Pupils should be taught: to identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines.			
<b>UK Y4T1 T21</b> - Pupils should be taught: predict newspaper stories from the evidence of headlines, making notes and then checking against the original.			
<b>UK Y4T1 T22.a</b> - Pupils should be taught: to identify features of instructional texts including: noting the intended outcome at the beginning.			
<b>UK Y4T1 T22.b</b> - Pupils should be taught: to identify features of instructional texts including: listing materials or ingredients.			
<b>UK Y4T1 T22.c</b> - Pupils should be taught: to identify features of instructional texts including: clearly set out sequential stages.			

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<b>UK Y4T1 T22.d</b> - Pupils should be taught: to identify features of instructional texts including: language of commands, e.g. imperative verbs.			
<b>UK Y4T1 T23</b> - Pupils should be taught: to investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changed; and have a spatial dimension.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y4T1 T24.a</b> - Pupils should be taught: to write newspaper style reports, e.g. about school events or an incident from a story, including: composing headlines.			
<b>UK Y4T1 T24.b</b> - Pupils should be taught: to write newspaper style reports, e.g. about school events or an incident from a story, including: using IT to draft and lay out reports.			
<b>UK Y4T1 T24.c</b> - Pupils should be taught: to write newspaper style reports, e.g. about school events or an incident from a story, including: editing stories to fit a particular space.			
<b>UK Y4T1 T24.d</b> - Pupils should be taught: to write newspaper style reports, e.g. about school events or an incident from a story, including: organising writing into paragraphs.			
<b>UK Y4T1 T25</b> - Pupils should be taught: to write clear instructions using conventions learned from reading.			
<b>UK Y4T1 T26</b> - Pupils should be taught: to improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numbering.			

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<b>UK Y4T1 T27.a</b> - Pupils should be taught: to write a non-chronological report, including the use of organisational devices, e.g. numbered lists, headings for conciseness by: generalising some of the details.			
<b>UK Y4T1 T27.b</b> - Pupils should be taught: to write a non-chronological report, including the use of organisational devices, e.g. numbered lists, headings for conciseness by: deleting the least important details.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>			
<b>- REVISION AND CONSOLIDATION FROM YEAR 3</b>			
<b>UK Y4T2 W1.a</b> - Pupils should be taught: to read and spell words through: identifying phonemes in speech and writing.			
<b>UK Y4T2 W1.b</b> - Pupils should be taught: to read and spell words through: blending phonemes for reading.			
<b>UK Y4T2 W1.c</b> - Pupils should be taught: to read and spell words through: segmenting words into phonemes for spelling.			
<b>UK Y4T2 W1.d</b> - Pupils should be taught: to read and spell words through: correct reading and spelling of high frequency words from KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y4T2 W1.e</b> - Pupils should be taught: to read and spell words through: identifying syllabic patterns in multi-syllabic words.			
<b>UK Y4T2 W1.f</b> - Pupils should be taught: to read and spell words through: using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words



Standards List with Aligned Product Skills			
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Standard	Product Description	Skill Area Description	Skill Description
<b>UK Y4T2 W1.g</b> - Pupils should be taught: to read and spell words through: recalling the high frequency words learnt in KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
<b>- SPELLING STRATEGIES</b>			
<b>UK Y4T2 W2</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 Y4T2 W3.a</b> - Pupils should be taught: to use independent spelling strategies, including: sounding out and spelling using phonemes.			
<b>UK Y4T2 W3.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 Y4T2 W3.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>UK Y4T2 W3.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 Y4T2 W3.e</b> - Pupils should be taught: to use independent spelling strategies, including: using word banks, dictionaries.			
<b>UK Y4T2 W4</b> - Pupils should be taught: to practise new spellings regularly by 'look, say, cover, write, check' strategy.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- SPELLING CONVENTIONS AND RULES</b>			
<b>UK Y4T2 W5</b> - Pupils should be taught: to investigate what happens to words ending in 'f' when suffixes are added.			
<b>UK Y4T2 W6</b> - Pupils should be taught: to spell words with the common endings: -ight, etc.			
<b>UK Y4T2 W7</b> - Pupils should be taught: to recognise and spell the prefixes: al-, etc.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<b>UK Y4T2 W8</b> - Pupils should be taught: to read and spell accurately the words in Appendix List 2.			
<b>- VOCABULARY EXTENSION</b>			
<b>UK Y4T2 W9</b> - Pupils should be taught: to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. got, nice, good, then.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 13</b> - VA13 Demonstrating a command of language including precision in word choice
<b>UK Y4T2 W10</b> - Pupils should be taught: to explore and discuss the implications of words which imply gender, including the -ess suffix, e.g. prince/princess, fox/vixen, king/queen.			
<b>UK Y4T2 W11</b> - Pupils should be taught: to understand that vocabulary changes over time, e.g. through collecting words which have become little used and discussing why, e.g. wireless, frock.			
<b>UK Y4T2 W12</b> - Pupils should be taught: to define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes.			
<b>UK Y4T2 W13</b> - Pupils should be taught: a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. wash..able, hope..ful, shock..ing, child..like, hero..ic, road..worthy.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 5</b> - VA05 Identifying suffixes
<b>- HANDWRITING</b>			

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<b>UK Y4T2 W14</b> - Pupils should be taught: to use joined handwriting for all writing except where other special forms are required.			
<b>UK Y4T2 W15</b> - Pupils should be taught: to build up speed, e.g. particularly for notes, drafts, lists.			
<b>UK Y4T2 W16.a</b> - Pupils should be taught: to know when to use: a clear neat hand for finished, presented work.			
<b>UK Y4T2 W16.b</b> - Pupils should be taught: to know when to use: informal writing for every day informal work, rough drafting, etc.			
<b>UK Y4T2 W17</b> - Pupils should be taught: to ensure consistency in size and proportions of letters and spacing between letters and words.			
<b>- SENTENCE LEVEL WORK:</b>			
<b>Grammar and punctuation</b>			
<b>- GRAMMATICAL AWARENESS</b>			
<b>UK Y4T2 S1.a</b> - Pupils should be taught: to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry: constructing adjectival phrases.			
<b>UK Y4T2 S1.b</b> - Pupils should be taught: to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry: examining comparative and superlative adjectives.			
<b>UK Y4T2 S1.c</b> - Pupils should be taught: to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry: comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold).			

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<b>UK Y4T2 S1.d</b> - Pupils should be taught: to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry: relating them to the suffixes which indicate degrees of intensity (e.g. -ish, -er, -est).			
<b>UK Y4T2 S1.e</b> - Pupils should be taught: to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry: relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot.			
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>			
<b>UK Y4T2 S2.a</b> - Pupils should be taught: to use the apostrophe accurately to mark possession through: identifying possessive apostrophes in reading and to whom or what they refer.			
<b>UK Y4T2 S2.b</b> - Pupils should be taught: to use the apostrophe accurately to mark possession through: understanding basic rules for apostrophising singular nouns, e.g. the man's hat; for plural nouns ending in 's', e.g. the doctors' surgery and for irregular plural nouns, e.g. men's room, children's playground.			
<b>UK Y4T2 S2.c</b> - Pupils should be taught: to use the apostrophe accurately to mark possession through: distinguishing between uses of the apostrophe for contraction and possession.			
<b>UK Y4T2 S2.d</b> - Pupils should be taught: to use the apostrophe accurately to mark possession through: beginning to use the apostrophe appropriately in their own writing.			

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<b>UK Y4T2 S3</b> - Pupils should be taught: to understand the significance of word order, e.g.: some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<b>UK Y4T2 S4</b> - Pupils should be taught: to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective.			
<b>- TEXT LEVEL WORK:</b> <b>Comprehension and composition</b>			
<b>- FICTION AND POETRY</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y4T2 T1</b> - Pupils should be taught: to understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
<b>UK Y4T2 T2</b> - Pupils should be taught: to understand how settings influence events and incidents in stories and how they affect characters' behaviour.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 10</b> - RPQ10 Identifying setting
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 2</b> - IU02 Identifying reasons for events
			<b>Skill 4</b> - IU04 Identifying feelings
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 2</b> - LA02 Identifying setting
			<b>Skill 4</b> - LA04 Describing characters
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 6</b> - IC06 Recognising cause and effect

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<b>UK Y4T2 T3</b> - Pupils should be taught: to compare and contrast settings across a range of stories; to evaluate, form and justify preferences.			
<b>UK Y4T2 T4</b> - Pupils should be taught: to understand how the use of expressive and descriptive language can, e.g. create moods, arouse expectations, build tension, describe attitudes or emotions.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 5</b> - CM05 Responding to literature
<b>UK Y4T2 T5</b> - Pupils should be taught: to understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile.			
<b>UK Y4T2 T6</b> - Pupils should be taught: to identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words.			
<b>UK Y4T2 T7</b> - Pupils should be taught: to identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these aloud effectively.			
<b>UK Y4T2 T8</b> - Pupils should be taught: to review a range of stories, identifying, e.g. authors, themes or treatments.			
<b>UK Y4T2 T9</b> - Pupils should be taught: to recognise how certain types of texts are targeted at particular readers; to identify intended audience, e.g. junior horror stories.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y4T2 T10</b> - Pupils should be taught: to develop use of settings in own writing, making use of work on adjectives and figurative language to describe settings effectively.			

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<b>UK Y4T2 T11</b> - Pupils should be taught: to write poetry based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes.			
<b>UK Y4T2 T12</b> - Pupils should be taught: to collaborate with others to write stories in chapters, using plans with particular audiences in mind.			
<b>UK Y4T2 T13</b> - Pupils should be taught: to write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes.			
<b>UK Y4T2 T14</b> - Pupils should be taught: notemaking: to edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reasons for editorial choices.			
<b>- NON-FICTION</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y4T2 T15</b> - Pupils should be taught: to appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list.			
<b>UK Y4T2 T16</b> - Pupils should be taught: to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.			
<b>UK Y4T2 T17</b> - Pupils should be taught: to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text.			
<b>UK Y4T2 T18</b> - Pupils should be taught: to mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these.			

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United Kingdom, ELA, 1998, Y4 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T2 T19</b> - Pupils should be taught: to identify how and why paragraphs are used to organise and sequence information.			
<b>UK Y4T2 T20.a</b> - Pupils should be taught: to identify from the examples the key features of explanatory texts: purpose: to explain a process or to answer a question.			
<b>UK Y4T2 T20.b</b> - Pupils should be taught: to identify from the examples the key features of explanatory texts: structure: introduction, followed by sequential explanation, organised into paragraphs.			
<b>UK Y4T2 T20.c</b> - Pupils should be taught: to identify from the examples the key features of explanatory texts: language features: usually present tense; use of connectives of time and cause and effect; use of passive voice.			
<b>UK Y4T2 T20.d</b> - Pupils should be taught: to identify from the examples the key features of explanatory texts: presentation: use of diagrams, other illustrations.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y4T2 T21</b> - Pupils should be taught: to make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.			
<b>UK Y4T2 T22</b> - Pupils should be taught: to fill out brief notes into connected prose.			
<b>UK Y4T2 T23</b> - Pupils should be taught: to collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram.			



<b>Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y4 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T2 T24</b> - Pupils should be taught: to improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering.			
<b>UK Y4T2 T25</b> - Pupils should be taught: to write explanations of a process, using conventions identified through reading.			

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<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y4 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>			
<b>- REVISION AND CONSOLIDATION FROM YEAR 3</b>			
<b>UK Y4T3 W1.a</b> - Pupils should be taught: to read and spell words through: identifying phonemes in speech and writing.			
<b>UK Y4T3 W1.b</b> - Pupils should be taught: to read and spell words through: blending phonemes for reading.			
<b>UK Y4T3 W1.c</b> - Pupils should be taught: to read and spell words through: segmenting words into phonemes for spelling.			
<b>UK Y4T3 W1.d</b> - Pupils should be taught: to read and spell words through: correct reading and spelling of high frequency words from KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 3</b> - VA03 Identifying words
<b>UK Y4T3 W1.e</b> - Pupils should be taught: to read and spell words through: identifying syllabic patterns in multi-syllabic words.			
<b>UK Y4T3 W1.f</b> - Pupils should be taught: to read and spell words through: using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 8</b> - Vocabulary Practice Quizzes (VPQ)	<b>Skill 1</b> - VPQ01 Acquiring vocabulary by encountering words in context
			<b>Skill 2</b> - VPQ02 Learning new vocabulary in context
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 8</b> - VA08 Using syntax to identify word meanings
			<b>Skill 9</b> - VA09 Using context clues to infer the meaning of unfamiliar words

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United Kingdom, ELA, 1998, Y4 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T3 W1.g</b> - Pupils should be taught: to read and spell words through: recalling the high frequency words learnt in KS1 and Y3.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 8</b> - RPQ08 Identifying and reading words
			<b>Skill 9</b> - RPQ09 Recalling word meaning
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 2</b> - VA02 Recalling word meaning
			<b>Skill 3</b> - VA03 Identifying words
<b>- SPELLING STRATEGIES</b>			
<b>UK Y4T3 W2</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 Y4T3 W3.a</b> - Pupils should be taught: to use independent spelling strategies, including: sounding out and spelling using phonemes.			
<b>UK Y4T3 W3.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 Y4T3 W3.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>UK Y4T3 W3.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 Y4T3 W3.e</b> - Pupils should be taught: to use independent spelling strategies, including: using word banks, dictionaries.			
<b>UK Y4T3 W4</b> - Pupils should be taught: to practise new spellings regularly by 'look, say, cover, write, check' strategy.			

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United Kingdom, ELA, 1998, Y4 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- SPELLING CONVENTIONS AND RULES</b>			
<b>UK Y4T3 W5</b> - Pupils should be taught: to explore the occurrence of certain letters, e.g. 'v' and 'k' and letter strings, e.g. 'wa' (e.g. swat, water), 'wo' (e.g. worship, won) and 'ss' (e.g. goodness, hiss, missile) within words; deduce some of the conventions for using them at the beginnings, middles and endings of words.			
<b>UK Y4T3 W6</b> - Pupils should be taught: to spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough; hour, journey, could, route, four.			
<b>UK Y4T3 W7</b> - Pupils should be taught: collect/classify words with common roots, e.g. advent, invent, prevent, press, pressure, depress, phone, telephone, microphone; investigate origins and meanings.			
<b>UK Y4T3 W8</b> - Pupils should be taught: to practise extending, and compounding words through adding parts, e.g. ful, ly, ive, tion, ic, ist; revise and reinforce earlier work (Y3) on prefixes and suffixes; investigate links between meaning and spelling.			
<b>UK Y4T3 W9</b> - Pupils should be taught: to recognise and spell the suffixes: -ible, -able, -ive, -tion, -sion.			
<b>UK Y4T3 W10</b> - Pupils should be taught: to distinguish the two forms: its (possessive no apostrophe) and it's (contracted 'it is') and to use these accurately in own writing.			
<b>- VOCABULARY EXTENSION</b>			
<b>UK Y4T3 W11</b> - Pupils should be taught: to investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. handbag, cupboard.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 6</b> - VA06 Identifying compound words

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T3 W12</b> - Pupils should be taught: to understand how diminutives are formed, e.g. suffixes: ette; prefixes: mini; adjectives, e.g. little; nouns, e.g. sapling; and nicknames, e.g. Jonesy.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
			<b>Skill 5</b> - VA05 Identifying suffixes
<b>- HANDWRITING</b>			
<b>UK Y4T3 W13</b> - Pupils should be taught: to use joined handwriting for all writing except where other special forms are required.			
<b>UK Y4T3 W14</b> - Pupils should be taught: to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.			
<b>UK Y4T3 W15.a</b> - Pupils should be taught: to use a range of presentational skills, e.g.: print script for captions, sub-headings and labels.			
<b>UK Y4T3 W15.b</b> - Pupils should be taught: to use a range of presentational skills, e.g.: capital letters for posters, title pages, headings.			
<b>UK Y4T3 W15.c</b> - Pupils should be taught: to use a range of presentational skills, e.g.: a range of computer-generated fonts and point sizes.			
<b>- SENTENCE LEVEL WORK:</b>			
<b>Grammar and punctuation</b>			
<b>- GRAMMATICAL AWARENESS</b>			
<b>UK Y4T3 S1</b> - Pupils should be taught: to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>			

<b>Standards List with Aligned Product Skills</b>			
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United Kingdom, ELA, 1998, Y4 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T3 S2</b> - Pupils should be taught: to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading.			
<b>UK Y4T3 S3.a</b> - Pupils should be taught: to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting, e.g.: the order of words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
<b>UK Y4T3 S3.b</b> - Pupils should be taught: to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting, e.g.: verb tenses.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 2</b> - RPQ02 Identifying book title and author
<b>UK Y4T3 S3.c</b> - Pupils should be taught: to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting, e.g.: additions and/or deletions of words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 3</b> - RPQ03 Practising reading with guidance and accountability
<b>UK Y4T3 S3.d</b> - Pupils should be taught: to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting, e.g.: changes to punctuation.			
<b>UK Y4T3 S4</b> - Pupils should be taught: the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. 'if ..., then'; 'on the other hand ...'; 'finally'; 'so'.			

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<b>Standard</b>	<b>Product Description</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 Y4T3 T1</b> - Pupils should be taught: to identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors
			<b>Skill 16</b> - RPQ16 Identifying the overall message
			<b>Skill 17</b> - RPQ17 Identifying concepts and ideas
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 5</b> - LA05 Understanding historical/cultural factors
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 6</b> - CM06 Identifying the overall message
<b>UK Y4T3 T2</b> - Pupils should be taught: to read stories from other cultures, by focusing on, e.g. differences in place, time, customs, relationships; to identify and discuss recurring themes where appropriate.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 5</b> - LA05 Understanding historical/cultural factors
<b>UK Y4T3 T3</b> - Pupils should be taught: to understand how paragraphs or chapters are used to collect, order and build up ideas.			
<b>UK Y4T3 T4</b> - Pupils should be taught: to understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration.			

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<b>UK Y4T3 T5</b> - Pupils should be taught: to clap out and count the syllables in each line of regular poetry.			
<b>UK Y4T3 T6</b> - Pupils should be taught: to describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme.			
<b>UK Y4T3 T7</b> - Pupils should be taught: to recognise some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs.			
<b>UK Y4T3 T8</b> - Pupils should be taught: to write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution.			
<b>UK Y4T3 T9</b> - Pupils should be taught: to read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work.			
<b>UK Y4T3 T10</b> - Pupils should be taught: to describe and review own reading habits and to widen reading experience.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Engaging in guided independent reading practice
			<b>Skill 3</b> - OP03 Knowing one's own reading level
			<b>Skill 4</b> - OP04 Matching book level to one's own reading level
			<b>Skill 5</b> - OP05 Self- selecting appropriate books for success
			<b>Skill 6</b> - OP06 Recognising effect of reading practice on reading level
			<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 12</b> - OP12 Accelerating reading growth



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Standard	Product Description	Skill Area Description	Skill Description
			<b>Skill 14</b> - OP14 Nurturing intrinsic love of reading
			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 1</b> - VA01 Reading from a variety of genres
<b>- WRITING COMPOSITION</b>			
<b>UK Y4T3 T11</b> - Pupils should be taught: to explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character.			
<b>UK Y4T3 T12</b> - Pupils should be taught: to write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story.			
<b>UK Y4T3 T13</b> - Pupils should be taught: to write own longer stories in chapters from story plans.			
<b>UK Y4T3 T14</b> - Pupils should be taught: to write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others.			
<b>UK Y4T3 T15</b> - Pupils should be taught: to produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language.			
<b>- NON-FICTION</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y4T3 T16</b> - Pupils should be taught: to read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare.			

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<b>UK Y4T3 T17</b> - Pupils should be taught: how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments.			
<b>UK Y4T3 T18</b> - Pupils should be taught: from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 4</b> - CM04 Recognising persuasive language
<b>UK Y4T3 T19</b> - Pupils should be taught: to evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 2</b> - CM02 Differentiating fact and opinion
			<b>Skill 4</b> - CM04 Recognising persuasive language
<b>UK Y4T3 T20</b> - Pupils should be taught: to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y4T3 T21</b> - Pupils should be taught: to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules.			
<b>UK Y4T3 T22</b> - Pupils should be taught: to use writing frames if necessary to back up points of view with illustrations and examples.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y4T3 T23</b> - Pupils should be taught: to present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader.			
<b>UK Y4T3 T24</b> - Pupils should be taught: to summarise in writing the key ideas from, e.g. a paragraph or chapter.			
<b>UK Y4T3 T25</b> - Pupils should be taught: to design an advertisement, such as a poster or radio jingle on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples.			

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<b>Agency Tag Set Name</b>	<b>Product Name</b>		
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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>			
<b>- SPELLING STRATEGIES</b>			
<b>UK Y5T1 W1</b> - Pupils should be taught: to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.			
<b>UK Y5T1 W2</b> - Pupils should be taught: to use known spellings as a basis for spelling other words with similar patterns or related meanings.			
<b>UK Y5T1 W3.a</b> - Pupils should be taught: to use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings.			
<b>UK Y5T1 W3.b</b> - Pupils should be taught: to use independent spelling strategies, including: applying knowledge of spelling rules and exceptions.			
<b>UK Y5T1 W3.c</b> - Pupils should be taught: to use independent spelling strategies, including: building words from other known words, and from awareness of the meaning or derivations of words.			
<b>UK Y5T1 W3.d</b> - Pupils should be taught: to use independent spelling strategies, including: using dictionaries and IT spell-checks.			
<b>UK Y5T1 W3.e</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>- SPELLING CONVENTIONS AND RULES</b>			
<b>UK Y5T1 W4</b> - Pupils should be taught: to examine the properties of words ending in vowels other than the letter 'e'.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T1 W5</b> - Pupils should be taught: to investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add -s to most words; add -es to most words ending in -s, -sh, -ch; change -f to -ves; when -y is preceded by a consonant, change to -ies; when -y is preceded by a vowel, add -s.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
<b>UK Y5T1 W6</b> - Pupils should be taught: to collect, and investigate the meanings and spellings of words using the following prefixes: auto, bi, trans, tele, circum.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<b>- VOCABULARY EXTENSION</b>			
<b>UK Y5T1 W7</b> - Pupils should be taught: to explain the differences between synonyms, e.g. angry, irritated, frustrated, upset; collect, classify and order sets of words to identify shades of meaning.			
<b>UK Y5T1 W8</b> - Pupils should be taught: to identify word roots, derivations and spelling patterns, e.g. sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission, in order to extend vocabulary and provide support for spelling.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 7</b> - VA07 Identifying derivatives
			<b>Skill 12</b> - VA12 Applying knowledge of synonyms to determine meaning

<b>Standards List with Aligned Product Skills</b>			
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United Kingdom, ELA, 1998, Y5 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T1 W9</b> - Pupils should be taught: to collect and classify a range of idiomatic phrases, clichés and expressions, e.g. the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up. Compare, discuss, speculate about meaning/origins and check in dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing.			
<b>UK Y5T1 W10</b> - Pupils should be taught: to use adverbs to qualify verbs in writing dialogue, e.g. timidly, gruffly, excitedly, using a thesaurus to extend vocabulary.			
<b>- SENTENCE LEVEL WORK:</b> <b>Grammar and punctuation</b>			
<b>- GRAMMATICAL AWARENESS</b>			
<b>UK Y5T1 S1.a</b> - Pupils should be taught: to investigate word order by examining how far the order of words in sentences can be changed: which words are essential to meaning.			
<b>UK Y5T1 S1.b</b> - Pupils should be taught: to investigate word order by examining how far the order of words in sentences can be changed: which can be deleted without damaging the basic meaning.			
<b>UK Y5T1 S1.c</b> - Pupils should be taught: to investigate word order by examining how far the order of words in sentences can be changed: which words or groups of words can be moved into a different order.			

<b>Standards List with Aligned Product Skills</b>			
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United Kingdom, ELA, 1998, Y5 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T1 S2.a</b> - Pupils should be taught: to understand the basic conventions of standard English and consider when and why standard English is used: agreement between nouns and verbs.			
<b>UK Y5T1 S2.b</b> - Pupils should be taught: to understand the basic conventions of standard English and consider when and why standard English is used: consistency of tense and subject.			
<b>UK Y5T1 S2.c</b> - Pupils should be taught: to understand the basic conventions of standard English and consider when and why standard English is used: avoidance of double negatives.			
<b>UK Y5T1 S2.d</b> - Pupils should be taught: to understand the basic conventions of standard English and consider when and why standard English is used: avoidance of non-standard dialect words.			
<b>UK Y5T1 S3</b> - Pupils should be taught: to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions.			
<b>UK Y5T1 S4</b> - Pupils should be taught: to adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers.			
<b>UK Y5T1 S5.a</b> - Pupils should be taught: to understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going'), e.g. through: finding and comparing examples from reading.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 22</b> - RPQ22 Recognising dialogue
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 5</b> - IU05 Identifying the function of dialogue

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<b>UK Y5T1 S5.b</b> - Pupils should be taught: to understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going'), e.g. through: discussing contexts and reasons for using particular forms and their effects.			
<b>UK Y5T1 S5.c</b> - Pupils should be taught: to understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going'), e.g. through: transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added.			
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>			
<b>UK Y5T1 S6</b> - Pupils should be taught: to understand the need for punctuation as an aid to the reader, e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list.			
<b>UK Y5T1 S7</b> - Pupils should be taught: from reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 22</b> - RPQ22 Recognising dialogue
<b>UK Y5T1 S8.a</b> - Pupils should be taught: to revise and extend work on verbs (see Y4 objectives), focusing on: tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will.			
<b>UK Y5T1 S8.b</b> - Pupils should be taught: to revise and extend work on verbs (see Y4 objectives), focusing on: forms: active, interrogative, imperative.			



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<b>UK Y5T1 S8.c</b> - Pupils should be taught: to revise and extend work on verbs (see Y4 objectives), focusing on: person: 1st, 2nd, 3rd. Identify and classify examples from reading; experiment with transforming tense/form/person in these examples - discuss changes that need to be made and effects on meaning.			
<b>UK Y5T1 S9</b> - Pupils should be taught: to identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes.			
<b>- TEXT LEVEL WORK:</b> <b>Comprehension and composition</b>			
<b>- FICTION AND POETRY</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y5T1 T1</b> - Pupils should be taught: to analyse the features of a good opening and compare a number of story openings.			
<b>UK Y5T1 T2</b> - Pupils should be taught: to compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution.			
<b>UK Y5T1 T3.a</b> - Pupils should be taught: to investigate how characters are presented, referring to the text: through dialogue, action and description.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 18</b> - RPQ18 Recalling characters
			<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 21</b> - RPQ21 Describing characters
			<b>Skill 22</b> - RPQ22 Recognising dialogue
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 4</b> - IU04 Identifying feelings

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			<b>Skill 5</b> - IU05 Identifying the function of dialogue
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
<b>UK Y5T1 T3.b</b> - Pupils should be taught: to investigate how characters are presented, referring to the text: how the reader responds to them (as victims, heroes, etc.).	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 19</b> - RPQ19 Identifying characters
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 4</b> - IU04 Identifying feelings
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 5</b> - CM05 Responding to literature
<b>UK Y5T1 T3.c</b> - Pupils should be taught: to investigate how characters are presented, referring to the text: through examining their relationships with other characters.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 21</b> - RPQ21 Describing characters
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 4</b> - LA04 Describing characters
<b>UK Y5T1 T4</b> - Pupils should be taught: to consider how texts can be rooted in the writer's experience, e.g. historical events and places, experience of wartime, friendship, holidays.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 5</b> - LA05 Understanding historical/cultural factors
			<b>Skill 6</b> - LA06 Understanding the author's craft
<b>UK Y5T1 T5.a</b> - Pupils should be taught: to understand dramatic conventions including: the conventions of scripting (e.g. stage directions, asides).			

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<b>UK Y5T1 T5.b</b> - Pupils should be taught: to understand dramatic conventions including: how character can be communicated in words and gesture.			
<b>UK Y5T1 T5.c</b> - Pupils should be taught: how tension can be built up through pace, silences and delivery.			
<b>UK Y5T1 T6</b> - Pupils should be taught: to read a number of poems by significant poets and identify what is distinctive about the style or content of their poems.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 15</b> - OP15 Engaging in literature- based reading
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
<b>UK Y5T1 T7</b> - Pupils should be taught: to analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns.			
<b>UK Y5T1 T8</b> - Pupils should be taught: to investigate and collect different examples of word play, relating form to meaning.			
<b>UK Y5T1 T9</b> - Pupils should be taught: to develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 7</b> - OP07 Improving confidence with reading
			<b>Skill 12</b> - OP12 Accelerating reading growth
			<b>Skill 13</b> - OP13 Improving critical thinking
			<b>Skill 14</b> - OP14 Nurturing intrinsic love of reading
			<b>Skill 15</b> - OP15 Engaging in literature- based reading

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			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 2</b> - IC02 Drawing conclusions
			<b>Skill 4</b> - IC04 Extending meaning
			<b>Skill 5</b> - IC05 Making predictions
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 3</b> - CM03 Identifying reading strategies
			<b>Skill 5</b> - CM05 Responding to literature
<b>UK Y5T1 T10</b> - Pupils should be taught: to evaluate a book by referring to details and examples in the text.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 7</b> - RPQ07 Recalling details
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 3</b> - IU03 Identifying details
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 2</b> - IC02 Drawing conclusions
<b>UK Y5T1 T11</b> - Pupils should be taught: to experiment with alternative ways of opening a story using, e.g. description, action, or dialogue.			
<b>UK Y5T1 T12</b> - Pupils should be taught: to discuss the enduring appeal of established authors and 'classic' texts.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y5T1 T13</b> - Pupils should be taught: to record their ideas, reflections and predictions about a book, e.g. through a reading log or journal.			
<b>UK Y5T1 T14</b> - Pupils should be taught: to map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters.			

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<b>UK Y5T1 T15</b> - Pupils should be taught: to write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail.			
<b>UK Y5T1 T16</b> - Pupils should be taught: to convey feelings, reflections or moods in a poem through the careful choice of words and phrases.			
<b>UK Y5T1 T17</b> - Pupils should be taught: to write metaphors from original ideas or from similes.			
<b>UK Y5T1 T18</b> - Pupils should be taught: write own playscript, applying conventions learned from reading; include production notes.			
<b>UK Y5T1 T19</b> - Pupils should be taught: to annotate a section of playscript as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience.			
<b>UK Y5T1 T20</b> - Pupils should be taught: to evaluate the script and the performance for their dramatic interest and impact.			
<b>- NON-FICTION</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y5T1 T21.a</b> - Pupils should be taught: to identify the features of recounted texts such as sports reports, diaries, police reports, including: introduction to orientate reader.			
<b>UK Y5T1 T21.b</b> - Pupils should be taught: to identify the features of recounted texts such as sports reports, diaries, police reports, including: chronological sequence.			
<b>UK Y5T1 T21.c</b> - Pupils should be taught: to identify the features of recounted texts such as sports reports, diaries, police reports, including: supporting illustrations.			

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<b>UK Y5T1 T21.d</b> - Pupils should be taught: to identify the features of recounted texts such as sports reports, diaries, police reports, including: degree of formality adopted.			
<b>UK Y5T1 T21.e</b> - Pupils should be taught: to identify the features of recounted texts such as sports reports, diaries, police reports, including: use of connectives, e.g. first ...next ...once.			
<b>UK Y5T1 T22.a</b> - Pupils should be taught: to read and evaluate a range of instructional texts in terms of their: purposes.			
<b>UK Y5T1 T22.b</b> - Pupils should be taught: to read and evaluate a range of instructional texts in terms of their: organisation and layout.			
<b>UK Y5T1 T22.c</b> - Pupils should be taught: to read and evaluate a range of instructional texts in terms of their: clarity and usefulness.			
<b>UK Y5T1 T23</b> - Pupils should be taught: to discuss the purpose of note-taking and how this influences the nature of notes made.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y5T1 T24</b> - Pupils should be taught: to write recounts based on subject, topic or personal experiences for (a) a close friend and (b) an unknown reader, e.g. an account of a field trip, a match, a historical event.			
<b>UK Y5T1 T25</b> - Pupils should be taught: to write instructional texts, and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games;			

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<b>UK Y5T1 T26</b> - Pupils should be taught: to make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and to build on these notes in their own writing or speaking.			
<b>UK Y5T1 T27</b> - Pupils should be taught: to use simple abbreviations in note-taking.			

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<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>			
<b>- SPELLING STRATEGIES</b>			
<b>UK Y5T2 W1</b> - Pupils should be taught: to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.			
<b>UK Y5T2 W2</b> - Pupils should be taught: to use known spellings as a basis for spelling other words with similar patterns or related meanings.			
<b>UK Y5T2 W3.a</b> - Pupils should be taught: to use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings.			
<b>UK Y5T2 W3.b</b> - Pupils should be taught: to use independent spelling strategies, including: applying knowledge of spelling rules and exceptions.			
<b>UK Y5T2 W3.c</b> - Pupils should be taught: to use independent spelling strategies, including: building words from other known words, and from awareness of the meaning or derivations of words.			
<b>UK Y5T2 W3.d</b> - Pupils should be taught: to use independent spelling strategies, including: using dictionaries and IT spell-checks.			
<b>UK Y5T2 W3.e</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>- SPELLING CONVENTIONS AND RULES</b>			
<b>UK Y5T2 W4.a</b> - Pupils should be taught: to explore spelling patterns of consonants and formulate rules: -ll in full becomes l when used as a suffix.			



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<b>UK Y5T2 W4.b</b> - Pupils should be taught: to explore spelling patterns of consonants and formulate rules: words ending with a single consonant preceded by a short vowel double the consonant before adding -ing, etc., e.g. hummed, sitting, wetter.			
<b>UK Y5T2 W4.c</b> - Pupils should be taught: to explore spelling patterns of consonants and formulate rules: c is usually soft when followed by i, e.g. circus, accident.			
<b>UK Y5T2 W5</b> - Pupils should be taught: to investigate words which have common letter strings but different pronunciations, e.g. rough, cough, bough; boot, foot.			
<b>UK Y5T2 W6</b> - Pupils should be taught: to distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. eight, ate; grate, great; rain, rein, reign.			
<b>UK Y5T2 W7</b> - Pupils should be taught: the correct use and spelling of possessive pronouns, linked to work on grammar, e.g. their, theirs; your, yours; my, mine.			
<b>UK Y5T2 W8</b> - Pupils should be taught: to recognise and spell the suffix: -cian, etc.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 5</b> - VA05 Identifying suffixes
<b>- VOCABULARY EXTENSION</b>			
<b>UK Y5T2 W9</b> - Pupils should be taught: to search for, collect, define and spell technical words derived from work in other subjects.			

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<b>UK Y5T2 W10</b> - Pupils should be taught: to investigate further antonyms. Why do some words have opposites, e.g. near, over, while others have more than one opposite, e.g. big, right, and others have none, e.g. green, wall? Investigate common spelling patterns and other ways of creating opposites through additional words and phrases. Link to children's knowledge of adjectives and adverbs.			
<b>UK Y5T2 W11</b> - Pupils should be taught: to explore onomatopoeia. Collect, invent and use words whose meaning is represented in their sounds, e.g. splash, plop, bang, clash, smack, trickle, swoop.			
<b>UK Y5T2 W12</b> - Pupils should be taught: to investigate metaphorical expressions and figures of speech from everyday life.			
<b>- SENTENCE LEVEL WORK:</b>			
<b>Grammar and punctuation</b>			
<b>- GRAMMATICAL AWARENESS</b>			
<b>UK Y5T2 S1</b> - Pupils should be taught: to re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes.			
<b>UK Y5T2 S2.a</b> - Pupils should be taught: to consolidate the basic conventions of standard English: agreement between nouns and verbs.			
<b>UK Y5T2 S2.b</b> - Pupils should be taught: to consolidate the basic conventions of standard English: consistency of tense and subject.			
<b>UK Y5T2 S2.c</b> - Pupils should be taught: to consolidate the basic conventions of standard English: avoidance of double negatives.			

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<b>UK Y5T2 S2.d</b> - Pupils should be taught: to consolidate the basic conventions of standard English: avoidance of non-standard dialect words.			
<b>UK Y5T2 S3</b> - Pupils should be taught: to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures.			
<b>UK Y5T2 S4.a</b> - Pupils should be taught: to revise from Y4: the different kinds of noun.			
<b>UK Y5T2 S4.b</b> - Pupils should be taught: to revise from Y4: the function of pronouns.			
<b>UK Y5T2 S4.c</b> - Pupils should be taught: to revise from Y4: agreement between nouns, pronouns and verbs.			
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>			
<b>UK Y5T2 S5</b> - Pupils should be taught: to use punctuation effectively to signpost meaning in longer and more complex sentences.			
<b>UK Y5T2 S6.a</b> - Pupils should be taught: to be aware of the differences between spoken and written language, including: conventions to guide reader.			
<b>UK Y5T2 S6.b</b> - Pupils should be taught: to be aware of the differences between spoken and written language, including: the need for writing to make sense away from immediate context.			
<b>UK Y5T2 S6.c</b> - Pupils should be taught: to be aware of the differences between spoken and written language, including: the use of punctuation to replace intonation, pauses, gestures.			
<b>UK Y5T2 S6.d</b> - Pupils should be taught: to be aware of the differences between spoken and written language, including: the use of complete sentences.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T2 S7</b> - Pupils should be taught: to explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: 'police shot man with knife', 'Nothing acts faster than Anadin', 'Baby Changing Room'.			
<b>UK Y5T2 S8.a</b> - Pupils should be taught: to construct sentences in different ways, while retaining meaning, through: combining two or more sentences.			
<b>UK Y5T2 S8.b</b> - Pupils should be taught: to construct sentences in different ways, while retaining meaning, through: re-ordering them.			
<b>UK Y5T2 S8.c</b> - Pupils should be taught: to construct sentences in different ways, while retaining meaning, through: deleting or substituting words.			
<b>UK Y5T2 S8.d</b> - Pupils should be taught: to construct sentences in different ways, while retaining meaning, through: writing them in more telegraphic ways.			
<b>UK Y5T2 S9</b> - Pupils should be taught: to secure the use of the comma in embedding clauses within sentences.			
<b>UK Y5T2 S10</b> - Pupils should be taught: to ensure that, in using pronouns, it is clear to what or to whom they refer.			
<b>- TEXT LEVEL WORK:</b> <b>Comprehension and composition</b>			
<b>- FICTION AND POETRY</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y5T2 T1</b> - Pupils should be taught: to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 15</b> - OP15 Engaging in literature- based reading
			<b>Skill 16</b> - OP16 Acquiring understanding of literary features

<b>Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y5 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
			<b>Skill 17 - OP17</b> Acquiring understanding of literary types
<b>UK Y5T2 T2</b> - Pupils should be taught: to investigate different versions of the same story in print or on film, identifying similarities and differences; recognise how stories change over time and differences of culture and place that are expressed in stories.			
<b>UK Y5T2 T3</b> - Pupils should be taught: to explore similarities and differences between oral and written story telling.			
<b>UK Y5T2 T4</b> - Pupils should be taught: to read a range of narrative poems.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 1 - Overall</b> Product (OP)	<b>Skill 15 - OP15</b> Engaging in literature- based reading
<b>UK Y5T2 T5</b> - Pupils should be taught: to perform poems in a variety of ways.			
<b>UK Y5T2 T6</b> - Pupils should be taught: to understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem, and to identify typical features.			
<b>UK Y5T2 T7</b> - Pupils should be taught: to compile a class anthology of favourite poems with commentaries which illuminate the choice.			
<b>UK Y5T2 T8</b> - Pupils should be taught: to distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains, and perspectives on the action from different characters.			
<b>UK Y5T2 T9</b> - Pupils should be taught: to investigate the features of different fiction genres, e.g. science fiction, adventure, discussing the appeal of popular fiction.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 1 - Overall</b> Product (OP)	<b>Skill 18 - OP18</b> Choosing a variety of reading material

<b>Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y5 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 9 -</b> Vocabulary Acquisition (VA)	<b>Skill 1 -</b> VA01 Reading from a variety of genres
<b>UK Y5T2 T10</b> - Pupils should be taught: to understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 3 -</b> Reading Practice Quizzes (RPQ)	<b>Skill 4 -</b> RPQ04 Comprehending literal meaning of reading material
		<b>Skill Area 7 -</b> Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 1 -</b> CM01 Deriving word or phrase meaning
<b>- WRITING COMPOSITION</b>			
<b>UK Y5T2 T11</b> - Pupils should be taught: to write own versions of legends, myths and fables, using structures and themes identified in reading.			
<b>UK Y5T2 T12</b> - Pupils should be taught: to use the structures of poems read to write extensions based on these, e.g. additional verses, or substituting own words and ideas.			
<b>UK Y5T2 T13</b> - Pupils should be taught: to review and edit writing to produce a final form, matched to the needs of an identified reader.			
<b>- NON-FICTION</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y5T2 T14</b> - Pupils should be taught: to make notes of story outline as preparation for oral storytelling.			
<b>UK Y5T2 T15</b> - Pupils should be taught: to read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical language (if ... then, might when the ...); use of words/phrases to make sequential, causal, logical connections, e.g. while, during, after, because, due to, only when, so.	<b>Product 1 -</b> Accelerated Reader UK	<b>Skill Area 1 -</b> Overall Product (OP)	<b>Skill 13 -</b> OP13 Improving critical thinking

Standards List with Aligned Product Skills			
Agency Tag Set Name		Product Name	
United Kingdom, ELA, 1998, Y5 Term 2, National Literacy Strategy, produced by Department for Education and Skills		UK Renaissance Place - Accelerated Reader	
Standard	Product Description	Skill Area Description	Skill Description
			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 1</b> - RPQ01 Reading and understanding English vocabulary and sentence structure
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
		<b>Skill Area 6</b> - Literacy Skills Quizzes - Inferential Comprehension (IC)	<b>Skill 2</b> - IC02 Drawing conclusions
			<b>Skill 6</b> - IC06 Recognising cause and effect
<b>UK Y5T2 T16</b> - Pupils should be taught: to prepare for reading by identifying what they already know and what they need to find out.			
<b>UK Y5T2 T17</b> - Pupils should be taught: to locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) textmarking (vi) using CDROM and other IT sources, where available.			
<b>UK Y5T2 T18</b> - Pupils should be taught: how authors record and acknowledge their sources.			
<b>UK Y5T2 T19</b> - Pupils should be taught: to evaluate texts critically by comparing how different sources treat the same information.			
<b>UK Y5T2 T20</b> - Pupils should be taught: notemaking: to discuss what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt.			
<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, Y5 Term 2, National Literacy Strategy, produced by Department for Education and Skills		UK Renaissance Place - Accelerated Reader	
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T2 T21</b> - Pupils should be taught: to convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation.			
<b>UK Y5T2 T22</b> - Pupils should be taught: to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness, and impersonal style.			
<b>UK Y5T2 T23</b> - Pupils should be taught: to record and acknowledge sources in their own writing.			
<b>UK Y5T2 T24</b> - Pupils should be taught: to evaluate their work.			



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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>			
<b>- SPELLING STRATEGIES</b>			
<b>UK Y5T3 W1</b> - Pupils should be taught: to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.			
<b>UK Y5T3 W2</b> - Pupils should be taught: to use known spellings as a basis for spelling other words with similar patterns or related meanings.			
<b>UK Y5T3 W3.a</b> - Pupils should be taught: to use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings.			
<b>UK Y5T3 W3.b</b> - Pupils should be taught: to use independent spelling strategies, including: applying knowledge of spelling rules and exceptions.			
<b>UK Y5T3 W3.c</b> - Pupils should be taught: to use independent spelling strategies, including: building words from other known words, and from awareness of the meaning or derivations of words.			
<b>UK Y5T3 W3.d</b> - Pupils should be taught: to use independent spelling strategies, including: using dictionaries and IT spell-checks.			
<b>UK Y5T3 W3.e</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>- SPELLING CONVENTIONS AND RULES</b>			
<b>UK Y5T3 W4</b> - Pupils should be taught: to spell unstressed vowels in polysyllabic words, e.g. company, portable, poisonous interest description, carpet, sector, freedom, extra, etc.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T3 W5.a</b> - Pupils should be taught: to investigate and learn spelling rules: words ending in modifying e drop e when adding ing, e.g. taking.			
<b>UK Y5T3 W5.b</b> - Pupils should be taught: to investigate and learn spelling rules: words ending in modifying e keep e when adding a suffix beginning with a consonant, e.g. hopeful, lovely.			
<b>UK Y5T3 W5.c</b> - Pupils should be taught: to investigate and learn spelling rules: words ending in y preceded by a consonant change y to ie when adding a suffix, e.g. flies, tried - except for the suffixes ly or ing, e.g. shyly, flying; i before e except after c when the sound is ee, e.g. receive. Note and learn exceptions.			
<b>UK Y5T3 W6</b> - Pupils should be taught: to transform words, e.g. changing tenses: -ed, -ing; negation: un-, im-, il-; making comparatives: -er, -est, -ish; changing verbs to nouns, e.g. -ion, -ism, -ology; nouns to verbs: -ise, -ify, -en.			
<b>UK Y5T3 W7</b> - Pupils should be taught: to recognise the spelling and meaning of the prefixes: in-, im-, ir-, il-, pro-, sus-.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
<b>- VOCABULARY EXTENSION</b>			
<b>UK Y5T3 W8</b> - Pupils should be taught: to identify everyday words such as spaghetti, bungalow, boutique which have been borrowed from other languages, and to understand how this might give clues to spelling.			
<b>UK Y5T3 W9</b> - Pupils should be taught: to understand how words vary across dialects, e.g. plimsolls, daps, sand-shoes, pumps.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T3 W10</b> - Pupils should be taught: to understand how words can be formed from longer words, e.g. through the omission of letters - o'clock, Hallowe'en; through omission of prefixes - (omni)bus, (tele)phone, (aero)plane; through the use of acronyms - radar, CD.			
<b>UK Y5T3 W11</b> - Pupils should be taught: to use a range of dictionaries and understand their purposes, e.g. dictionaries of slang, phrases, idioms, contemporary usage, synonyms, antonyms, quotations and thesauruses.			
<b>UK Y5T3 W12</b> - Pupils should be taught: to use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding.			
<b>UK Y5T3 W13</b> - Pupils should be taught: to compile own class/group dictionary using personally written definitions, e.g. of slang, technical terms.			
<b>- SENTENCE LEVEL WORK:</b>			
<b>Grammar and punctuation</b>			
<b>- GRAMMATICAL AWARENESS</b>			
<b>UK Y5T3 S1.a</b> - Pupils should be taught: to secure the basic conventions of standard English: agreement between nouns and verbs.			
<b>UK Y5T3 S1.b</b> - Pupils should be taught: to secure the basic conventions of standard English: consistency of tense and subject.			
<b>UK Y5T3 S1.c</b> - Pupils should be taught: to secure the basic conventions of standard English: avoidance of double negatives.			
<b>UK Y5T3 S1.d</b> - Pupils should be taught: to secure the basic conventions of standard English: avoidance of non-standard dialect words.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T3 S2</b> - Pupils should be taught: to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures.			
<b>UK Y5T3 S3</b> - Pupils should be taught: to search for, identify and classify a range of prepositions: back, up, down, across, through, on, etc.; experiment with substituting different prepositions and their effect on meaning. Understand and use the term preposition.			
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>			
<b>UK Y5T3 S4</b> - Pupils should be taught: to use punctuation marks accurately in complex sentences.			
<b>UK Y5T3 S5</b> - Pupils should be taught: to revise use of apostrophes for possession (from Y4 term 1).			
<b>UK Y5T3 S6.a</b> - Pupils should be taught: to investigate clauses through: identifying the main clause in a long sentence.			
<b>UK Y5T3 S6.b</b> - Pupils should be taught: to investigate clauses through: investigating sentences which contain more than one clause.			
<b>UK Y5T3 S6.c</b> - Pupils should be taught: to investigate clauses through: understanding how clauses are connected (e.g. by combining three short sentences into one).			
<b>UK Y5T3 S7</b> - Pupils should be taught: to use connectives to link clauses within sentences and to link sentences in longer texts.			
<b>- TEXT LEVEL WORK: 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, Y5 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T3 T1.a</b> - Pupils should be taught: to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs: identify these features by reference to the text.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 5</b> - LA05 Understanding historical/cultural factors
<b>UK Y5T3 T1.b</b> - Pupils should be taught: to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs: consider and evaluate these features in relation to their own experience.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 11</b> - RPQ11 Understanding historical/cultural factors
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 5</b> - LA05 Understanding historical/cultural factors
<b>UK Y5T3 T2</b> - Pupils should be taught: to identify the point of view from which a story is told and how this affects the reader's response.			
<b>UK Y5T3 T3</b> - Pupils should be taught: to change point of view, e.g. tell incident or describe a situation from the point of view of another character or perspective.			
<b>UK Y5T3 T4</b> - Pupils should be taught: to read, rehearse and modify performance of poetry.			
<b>UK Y5T3 T5</b> - Pupils should be taught: to select poetry, justify their choices, e.g. in compiling class anthology.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T3 T6.a</b> - Pupils should be taught: to explore the challenge and appeal of older literature through: listening to older literature being read aloud.			
<b>UK Y5T3 T6.b</b> - Pupils should be taught: to explore the challenge and appeal of older literature through: reading accessible poems, stories and extracts.			
<b>UK Y5T3 T6.c</b> - Pupils should be taught: to explore the challenge and appeal of older literature through: reading extracts from classic serials shown on television.			
<b>UK Y5T3 T6.d</b> - Pupils should be taught: to explore the challenge and appeal of older literature through: discussing differences in language used.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y5T3 T7</b> - Pupils should be taught: to write from another character's point of view, e.g. retelling an incident in letter form.			
<b>UK Y5T3 T8</b> - Pupils should be taught: to record predictions, questions, reflections while reading, e.g. through the use of a reading journal.			
<b>UK Y5T3 T9</b> - Pupils should be taught: to write in the style of the author, e.g. writing on to complete a section, resolve a conflict; writing additional dialogue, new chapter.			
<b>UK Y5T3 T10</b> - Pupils should be taught: to write discursively about a novel or story, e.g. to describe, explain, or comment on it.			
<b>UK Y5T3 T11</b> - Pupils should be taught: to use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation.			
<b>- NON-FICTION</b>			
<b>- READING COMPREHENSION</b>			

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United Kingdom, ELA, 1998, Y5 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T3 T12</b> - Pupils should be taught: to read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate.			
<b>UK Y5T3 T13.a</b> - Pupils should be taught: to read other examples, e.g. newspaper comment, headlines, adverts, fliers. Compare writing which informs and persuades, considering, e.g.: the deliberate use of ambiguity, half-truth, bias.			
<b>UK Y5T3 T13.b</b> - Pupils should be taught: to read other examples, e.g. newspaper comment, headlines, adverts, fliers. Compare writing which informs and persuades, considering, e.g.: how opinion can be disguised to seem like fact.			
<b>UK Y5T3 T14</b> - Pupils should be taught: to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 13</b> - OP13 Improving critical thinking
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 16</b> - RPQ16 Identifying the overall message
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 2</b> - CM02 Differentiating fact and opinion
			<b>Skill 4</b> - CM04 Recognising persuasive language
			<b>Skill 6</b> - CM06 Identifying the overall message

Standards List with Aligned Product Skills			
Agency Tag Set Name	Product Name		
United Kingdom, ELA, 1998, Y5 Term 3, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
Standard	Product Description	Skill Area Description	Skill Description
<b>UK Y5T3 T15</b> - Pupils should be taught: from reading, to collect and investigate use of persuasive devices: e.g. words and phrases: e.g. 'surely', 'it wouldn't be very difficult ...'; persuasive definitions, e.g. 'no-one but a complete idiot ...', 'every right-thinking person would ...', 'the real truth is ...'; rhetorical questions 'are we expected to ...?', 'where will future audiences come from ...?'; pandering, condescension, concession etc.; 'Naturally, it takes time for local residents ...'; deliberate ambiguities, e.g. 'probably the best ... in the world', 'known to cure all ...', 'the professionals' choice'.			
<b>UK Y5T3 T16</b> - Pupils should be taught: notemaking: to fillet passages for relevant information and present ideas which are effectively grouped and linked.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y5T3 T17</b> - Pupils should be taught: to draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state.			
<b>UK Y5T3 T18</b> - Pupils should be taught: to write a commentary on an issue on paper or screen, (e.g. as a news editorial, leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points.			
<b>UK Y5T3 T19.a</b> - Pupils should be taught: to construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group.			



<b>Standards List with Aligned Product Skills</b>			
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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y5T3 T19.b</b> - Pupils should be taught: to construct an argument in note form or full text to persuade others of a point of view and: evaluate its effectiveness.			

<b>Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, ELA, 1998, Y6 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>			
<b>- SPELLING STRATEGIES</b>			
<b>UK Y6T1 W1</b> - Pupils should be taught: to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.			
<b>UK Y6T1 W2</b> - Pupils should be taught: to use known spellings as a basis for spelling other words with similar patterns or related meanings.			
<b>UK Y6T1 W3.a</b> - Pupils should be taught: to use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings.			
<b>UK Y6T1 W3.b</b> - Pupils should be taught: to use independent spelling strategies, including: applying knowledge of spelling rules and exceptions.			
<b>UK Y6T1 W3.c</b> - Pupils should be taught: to use independent spelling strategies, including: building words from other known words, and from awareness of the meaning or derivations of words.			
<b>UK Y6T1 W3.d</b> - Pupils should be taught: to use independent spelling strategies, including: using dictionaries and IT spell-checks.			
<b>UK Y6T1 W3.e</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>- SPELLING CONVENTIONS AND RULES</b>			
<b>UK Y6T1 W4</b> - Pupils should be taught: to revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 term 3.			

<b>Standards List with Aligned Product Skills</b>			
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United Kingdom, ELA, 1998, Y6 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y6T1 W5</b> - Pupils should be taught: to use word roots, prefixes and suffixes as a support for spelling, e.g. aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex.			
<b>UK Y6T1 W6</b> - Pupils should be taught: to investigate meanings and spellings of connectives: therefore, notwithstanding, furthermore, etc.; link to sentence level work on connectives.			
<b>- VOCABULARY EXTENSION</b>			
<b>UK Y6T1 W7</b> - Pupils should be taught: to understand how words and expressions have changed over time, e.g. old verb endings -st and -th and how some words have fallen out of use, e.g. yonder, thither.			
<b>UK Y6T1 W8</b> - Pupils should be taught: to research the origins of proper names, e.g. place names such as -borough or -chester, surnames such as Donaldson, O'Donnell and MacDonald, the days of the week, months of the year, names of products, e.g. models of cars, names of sportswear, names of newspapers.			
<b>UK Y6T1 W9</b> - Pupils should be taught: to understand how new words have been added to the language, e.g. trainers, wheelie.			
<b>UK Y6T1 W10</b> - Pupils should be taught: to understand the function of the etymological dictionary, and use it to study words of interest and significance.			
<b>- SENTENCE LEVEL WORK:</b>			
<b>Grammar and punctuation</b>			
<b>- GRAMMATICAL AWARENESS</b>			
<b>UK Y6T1 S1.a</b> - Pupils should be taught: to revise from Y5: the different word classes, e.g. prepositions.			

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<b>UK Y6T1 S1.b</b> - Pupils should be taught: to revise from Y5: re-expressing sentences in a different order.			
<b>UK Y6T1 S1.c</b> - Pupils should be taught: to revise from Y5: the construction of complex sentences.			
<b>UK Y6T1 S1.d</b> - Pupils should be taught: to revise from Y5: the conventions of standard English.			
<b>UK Y6T1 S1.e</b> - Pupils should be taught: to revise from Y5: adapting texts for particular readers and purposes.			
<b>UK Y6T1 S2</b> - Pupils should be taught: to revise earlier work on verbs and to understand the terms active and passive; being able to transform a sentence from active to passive, and vice versa.			
<b>UK Y6T1 S3</b> - Pupils should be taught: to note and discuss how changes from active to passive affect the word order and sense of a sentence.			
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>			
<b>UK Y6T1 S4.a</b> - Pupils should be taught: to investigate connecting words and phrases: collect examples from reading and thesauruses.			
<b>UK Y6T1 S4.b</b> - Pupils should be taught: to investigate connecting words and phrases: study how points are typically connected in different kinds of text.			
<b>UK Y6T1 S4.c</b> - Pupils should be taught: to investigate connecting words and phrases: classify useful examples for different kinds of text - for example, by position (besides, nearby, by); sequence (firstly, secondly ...); logic (therefore, so, consequently).			

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<b>UK Y6T1 S4.d</b> - Pupils should be taught: to investigate connecting words and phrases: identify connectives which have multiple purposes (e.g. on, under, besides).			
<b>UK Y6T1 S5.a</b> - Pupils should be taught: to form complex sentences through, e.g.: using different connecting devices.			
<b>UK Y6T1 S5.b</b> - Pupils should be taught: to form complex sentences through, e.g.: reading back complex sentences for clarity of meaning, and adjusting as necessary.			
<b>UK Y6T1 S5.c</b> - Pupils should be taught: to form complex sentences through, e.g.: evaluating which links work best.			
<b>UK Y6T1 S5.d</b> - Pupils should be taught: to form complex sentences through, e.g.: exploring how meaning is affected by the sequence and structure of clauses.			
<b>UK Y6T1 S6.a</b> - Pupils should be taught: to secure knowledge and understanding of more sophisticated punctuation marks: colon.			
<b>UK Y6T1 S6.b</b> - Pupils should be taught: to secure knowledge and understanding of more sophisticated punctuation marks: semi-colon.			
<b>UK Y6T1 S6.c</b> - Pupils should be taught: to secure knowledge and understanding of more sophisticated punctuation marks: parenthetic commas, dashes, brackets.			
<b>- TEXT LEVEL WORK: Comprehension and composition</b>			
<b>- FICTION AND POETRY</b>			
<b>- READING COMPREHENSION</b>			

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United Kingdom, ELA, 1998, Y6 Term 1, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
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<b>UK Y6T1 T1</b> - Pupils should be taught: to compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator.			
<b>UK Y6T1 T2.a</b> - Pupils should be taught: to take account of viewpoint in a novel through, e.g.: identifying the narrator.			
<b>UK Y6T1 T2.b</b> - Pupils should be taught: to take account of viewpoint in a novel through, e.g.: explaining how this influences the reader's view of events.			
<b>UK Y6T1 T2.c</b> - Pupils should be taught: to take account of viewpoint in a novel through, e.g.: explaining how events might look from a different point of view.			
<b>UK Y6T1 T3</b> - Pupils should be taught: to articulate personal responses to literature, identifying why and how a text affects the reader.			
<b>UK Y6T1 T4</b> - Pupils should be taught: to be familiar with the work of some established authors, to know what is special about their work, and to explain their preferences in terms of authors, styles and themes.			
<b>UK Y6T1 T5</b> - Pupils should be taught: to contribute constructively to shared discussion about literature, responding to and building on the views of others.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y6T1 T6.a</b> - Pupils should be taught: to manipulate narrative perspective by: writing in the voice and style of a text.			
<b>UK Y6T1 T6.b</b> - Pupils should be taught: to manipulate narrative perspective by: producing a modern retelling.			

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<b>UK Y6T1 T6.c</b> - Pupils should be taught: to manipulate narrative perspective by: writing a story with two different narrators.			
<b>UK Y6T1 T7</b> - Pupils should be taught: to plan quickly and effectively the plot, characters and structure of their own narrative writing.			
<b>UK Y6T1 T8</b> - Pupils should be taught: to summarise a passage, chapter or text in a specified number of words.			
<b>UK Y6T1 T9</b> - Pupils should be taught: to prepare a short section of story as a script, e.g. using stage directions, location/setting.			
<b>UK Y6T1 T10</b> - Pupils should be taught: to write own poems experimenting with active verbs and personification; produce revised poems for reading aloud individually.			
<b>- NON-FICTION</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y6T1 T11.a</b> - Pupils should be taught: to distinguish between biography and autobiography: recognising the effect on the reader of the choice between first and third person.			
<b>UK Y6T1 T11.b</b> - Pupils should be taught: to distinguish between biography and autobiography: distinguishing between fact, opinion and fiction.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 2</b> - CM02 Differentiating fact and opinion
<b>UK Y6T1 T11.c</b> - Pupils should be taught: to distinguish between biography and autobiography: distinguishing between implicit and explicit points of view and how these can differ.			
<b>UK Y6T1 T12</b> - Pupils should be taught: to comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets.			

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<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK Y6T1 T13.a</b> - Pupils should be taught: to secure understanding of the features of non-chronological reports: introductions to orientate reader.			
<b>UK Y6T1 T13.b</b> - Pupils should be taught: to secure understanding of the features of non-chronological reports: use of generalisations to categorise.			
<b>UK Y6T1 T13.c</b> - Pupils should be taught: to secure understanding of the features of non-chronological reports: language to describe and differentiate.			
<b>UK Y6T1 T13.d</b> - Pupils should be taught: to secure understanding of the features of non-chronological reports: impersonal language.			
<b>UK Y6T1 T13.e</b> - Pupils should be taught: to secure understanding of the features of non-chronological reports: mostly present tense.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y6T1 T14.a</b> - Pupils should be taught: to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g.: preparing a CV.			
<b>UK Y6T1 T14.b</b> - Pupils should be taught: to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g.: composing a biographical account based on research.			
<b>UK Y6T1 T14.c</b> - Pupils should be taught: to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g.: describing a person from different perspectives, e.g. police.			



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<b>UK Y6T1 T14.d</b> - Pupils should be taught: to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g.: description, school report, newspaper obituary.			
<b>UK Y6T1 T15.a</b> - Pupils should be taught: to develop a journalistic style through considering: balanced and ethical reporting.			
<b>UK Y6T1 T15.b</b> - Pupils should be taught: to develop a journalistic style through considering: what is of public interest in events.			
<b>UK Y6T1 T15.c</b> - Pupils should be taught: to develop a journalistic style through considering: the interest of the reader.			
<b>UK Y6T1 T15.d</b> - Pupils should be taught: to develop a journalistic style through considering: selection and presentation of information.			
<b>UK Y6T1 T16</b> - Pupils should be taught: to use the styles and conventions of journalism to report on, e.g. real or imagined events.			
<b>UK Y6T1 T17</b> - Pupils should be taught: to write non-chronological reports linked to other subjects.			
<b>UK Y6T1 T18</b> - Pupils should be taught: to use IT to plan, revise, edit writing to improve accuracy and conciseness and to bring it to publication standard, e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.			

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<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>			
<b>- SPELLING STRATEGIES</b>			
<b>UK Y6T2 W1</b> - Pupils should be taught: to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.			
<b>UK Y6T2 W2</b> - Pupils should be taught: to use known spellings as a basis for spelling other words with similar patterns or related meanings.			
<b>UK Y6T2 W3.a</b> - Pupils should be taught: to use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings.			
<b>UK Y6T2 W3.b</b> - Pupils should be taught: to use independent spelling strategies, including: applying knowledge of spelling rules and exceptions.			
<b>UK Y6T2 W3.c</b> - Pupils should be taught: to use independent spelling strategies, including: building words from other known words, and from awareness of the meaning or derivations of words.			
<b>UK Y6T2 W3.d</b> - Pupils should be taught: to use independent spelling strategies, including: using dictionaries and IT spell-checks.			
<b>UK Y6T2 W3.e</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>- SPELLING CONVENTIONS AND RULES</b>			
<b>UK Y6T2 W4.a</b> - Pupils should be taught: to revise and consolidate work from previous four terms with particular emphasis on: learning and inventing spelling rules.			

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<b>UK Y6T2 W4.b</b> - Pupils should be taught: to revise and consolidate work from previous four terms with particular emphasis on: inventing and using mnemonics for irregular or difficult spellings.			
<b>UK Y6T2 W4.c</b> - Pupils should be taught: to revise and consolidate work from previous four terms with particular emphasis on: unstressed vowel spellings in polysyllabic words.			
<b>UK Y6T2 W5</b> - Pupils should be taught: to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 4</b> - VA04 Identifying prefixes
			<b>Skill 5</b> - VA05 Identifying suffixes
			<b>Skill 7</b> - VA07 Identifying derivatives
<b>- VOCABULARY EXTENSION</b>			
<b>UK Y6T2 W6</b> - Pupils should be taught: to collect and explain the meanings and origins of proverbs, e.g. a rolling stone gathers no moss, familiarity breeds contempt, - referring to dictionaries of proverbs and other reference sources.			
<b>UK Y6T2 W7</b> - Pupils should be taught: to understand that the meanings of words change over time, e.g. through investigating such words as nice, presently, without.			
<b>UK Y6T2 W8</b> - Pupils should be taught: to build a bank of useful terms and phrases for argument, e.g. similarly ... whereas ...			
<b>- SENTENCE LEVEL WORK:</b> <b>Grammar and punctuation</b>			
<b>- GRAMMATICAL AWARENESS</b>			

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United Kingdom, ELA, 1998, Y6 Term 2, National Literacy Strategy, produced by Department for Education and Skills		UK Renaissance Place - Accelerated Reader	
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<b>UK Y6T2 S1.a</b> - Pupils should be taught: to investigate further the use of active and passive verbs: secure the use of the terms active and passive.			
<b>UK Y6T2 S1.b</b> - Pupils should be taught: to investigate further the use of active and passive verbs: know how sentences can be re-ordered by changing from one to the other.			
<b>UK Y6T2 S1.c</b> - Pupils should be taught: to investigate further the use of active and passive verbs: identify examples of active and passive verbs in texts.			
<b>UK Y6T2 S1.d</b> - Pupils should be taught: to investigate further the use of active and passive verbs: experiment in transformation from active to passive and vice-versa and study the impact of this on meaning; consider how the passive voice can conceal the agent of a sentence, e.g. the chicks were kept in an incubator.			
<b>UK Y6T2 S2.a</b> - Pupils should be taught: to understand features of formal official language through, e.g.: collecting and analysing examples, discussing when and why they are used.			
<b>UK Y6T2 S2.b</b> - Pupils should be taught: to understand features of formal official language through, e.g.: noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary.			
<b>UK Y6T2 S2.c</b> - Pupils should be taught: to understand features of formal official language through, e.g.: collecting typical words and expressions, e.g. 'those wishing to ...' 'hereby ...' 'forms may be obtained ...'.			
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>			

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<b>UK Y6T2 S3.a</b> - Pupils should be taught: to revise work on complex sentences: identifying main clauses.			
<b>UK Y6T2 S3.b</b> - Pupils should be taught: to revise work on complex sentences: ways of connecting clauses.			
<b>UK Y6T2 S3.c</b> - Pupils should be taught: to revise work on complex sentences: constructing complex sentences.			
<b>UK Y6T2 S3.d</b> - Pupils should be taught: to revise work on complex sentences: appropriate use of punctuation.			
<b>UK Y6T2 S4.a</b> - Pupils should be taught: to revise work on contracting sentences: summary.			
<b>UK Y6T2 S4.b</b> - Pupils should be taught: to revise work on contracting sentences: note making.			
<b>UK Y6T2 S4.c</b> - Pupils should be taught: to revise work on contracting sentences: editing.			
<b>UK Y6T2 S5.a</b> - Pupils should be taught: to use reading to: investigate conditionals, e.g. using if ... then, might, could, would, and their uses, e.g. in deduction, speculation, supposition.			
<b>UK Y6T2 S5.b</b> - Pupils should be taught: to use reading to: use these forms to construct sentences which express, e.g. possibilities, hypotheses.			
<b>UK Y6T2 S5.c</b> - Pupils should be taught: to use reading to: explore use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past) reviewing a range of options and their outcomes (future).			
<b>- TEXT LEVEL WORK:</b> <b>Comprehension and composition</b>			
<b>- FICTION AND POETRY</b>			

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<b>- READING COMPREHENSION</b>			
<b>UK Y6T2 T1.a</b> - Pupils should be taught: to understand aspects of narrative structure, e.g.: how chapters in a book (or paragraphs in a short story or chapter) are linked together.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 16</b> - OP16 Acquiring understanding of literary features
<b>UK Y6T2 T1.b</b> - Pupils should be taught: to understand aspects of narrative structure, e.g.: how authors handle time, e.g. flashbacks, stories within stories, dreams.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 14</b> - RPQ14 Recalling sequence of events
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence
<b>UK Y6T2 T1.c</b> - Pupils should be taught: to understand aspects of narrative structure, e.g.: how the passing of time is conveyed to the reader.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 14</b> - RPQ14 Recalling sequence of events
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence
<b>UK Y6T2 T2</b> - Pupils should be taught: to analyse how individual paragraphs are structured in writing, e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force.			
<b>UK Y6T2 T3.a</b> - Pupils should be taught: to recognise how poets manipulate words: for their quality of sound, e.g. rhythm, rhyme, assonance.			
<b>UK Y6T2 T3.b</b> - Pupils should be taught: to recognise how poets manipulate words: for their connotations.			
<b>UK Y6T2 T3.c</b> - Pupils should be taught: to recognise how poets manipulate words: for multiple layers of meaning, e.g. through figurative language, ambiguity.			
<b>UK Y6T2 T4.a</b> - Pupils should be taught: to investigate humorous verse: how poets play with meanings.			

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<b>UK Y6T2 T4.b</b> - Pupils should be taught: to investigate humorous verse: nonsense words and how meaning can be made of them.			
<b>UK Y6T2 T4.c</b> - Pupils should be taught: to investigate humorous verse: where the appeal lies.			
<b>UK Y6T2 T5</b> - Pupils should be taught: to analyse how messages, moods, feelings and attitudes are conveyed in poetry.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 4</b> - IU04 Identifying feelings
<b>UK Y6T2 T6</b> - Pupils should be taught: to read and interpret poems in which meanings are implied or multilayered; to discuss, interpret challenging poems with others.			
<b>UK Y6T2 T7</b> - Pupils should be taught: to identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 16</b> - OP16 Acquiring understanding of literary features
		<b>Skill Area 3</b> - Reading Practice Quizzes (RPQ)	<b>Skill 12</b> - RPQ12 Identifying plot
			<b>Skill 19</b> - RPQ19 Identifying characters
			<b>Skill 20</b> - RPQ20 Identifying characters' feelings
			<b>Skill 21</b> - RPQ21 Describing characters
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 1</b> - LA01 Identifying and analysing plot
			<b>Skill 3</b> - LA03 Understanding literary features
			<b>Skill 4</b> - LA04 Describing characters
<b>UK Y6T2 T8</b> - Pupils should be taught: to analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built.			
<b>UK Y6T2 T9</b> - Pupils should be taught: to increase familiarity with significant poets and writers of the past.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 15</b> - OP15 Engaging in literature-based reading

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Standard	Product Description	Skill Area Description	Skill Description
			<b>Skill 18</b> - OP18 Choosing a variety of reading material
		<b>Skill Area 9</b> - Vocabulary Acquisition (VA)	<b>Skill 1</b> - VA01 Reading from a variety of genres
<b>- WRITING COMPOSITION</b>			
<b>UK Y6T2 T10</b> - Pupils should be taught: to use different genres as models to write, e.g. short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language.			
<b>UK Y6T2 T11</b> - Pupils should be taught: to write own story using, e.g. flashbacks or a story within a story to convey the passing of time.			
<b>UK Y6T2 T12</b> - Pupils should be taught: to study in depth one genre and produce an extended piece of similar writing, e.g. for inclusion in a class anthology; to plan, revise, redraft this and bring to presentational standard, e.g. layout, paragraphing, accuracy of punctuation and spelling, handwriting/printing.			
<b>UK Y6T2 T13</b> - Pupils should be taught: to parody a literary text, describing stock characters and plot structure, language, etc.			
<b>UK Y6T2 T14</b> - Pupils should be taught: to write commentaries or summaries crediting views expressed by using expressions such as 'The writer says that ...'.			
<b>- NON-FICTION</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y6T2 T15.a</b> - Pupils should be taught: to recognise how arguments are constructed to be effective, through, e.g.: the expression, sequence and linking of points.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 13</b> - OP13 Improving critical thinking
		<b>Skill Area 4</b> - Literacy Skills Quizzes - Initial Understanding (IU)	<b>Skill 6</b> - IU06 Identifying sequence



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United Kingdom, ELA, 1998, Y6 Term 2, National Literacy Strategy, produced by Department for Education and Skills	UK Renaissance Place - Accelerated Reader		
<b>Standard</b>	<b>Product Description</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill Area 5</b> - Literacy Skills Quizzes - Literary Analysis (LA)	<b>Skill 6</b> - LA06 Understanding the author's craft
<b>UK Y6T2 T15.b</b> - Pupils should be taught: to recognise how arguments are constructed to be effective, through, e.g.: the provision of persuasive examples, illustrations and evidence.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 4</b> - CM04 Recognising persuasive language
<b>UK Y6T2 T15.c</b> - Pupils should be taught: to recognise how arguments are constructed to be effective, through, e.g.: pre-empting or answering potential objections.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 13</b> - OP13 Improving critical thinking
<b>UK Y6T2 T15.d</b> - Pupils should be taught: to recognise how arguments are constructed to be effective, through, e.g.: appealing to the known views and feelings of the audience.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 4</b> - CM04 Recognising persuasive language
<b>UK Y6T2 T16.a</b> - Pupils should be taught: to identify the features of balanced written arguments which, e.g.: summarise different sides of an argument.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 13</b> - OP13 Improving critical thinking
<b>UK Y6T2 T16.b</b> - Pupils should be taught: to identify the features of balanced written arguments which, e.g.: clarify the strengths and weaknesses of different positions.			
<b>UK Y6T2 T16.c</b> - Pupils should be taught: to identify the features of balanced written arguments which, e.g.: signal personal opinion clearly.	<b>Product 1</b> - Accelerated Reader UK	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 13</b> - OP13 Improving critical thinking
		<b>Skill Area 7</b> - Literacy Skills Quizzes - Constructing Meaning (CM)	<b>Skill 2</b> - CM02 Differentiating fact and opinion
<b>UK Y6T2 T17</b> - Pupils should be taught: to read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks.			
<b>- WRITING COMPOSITION</b>			

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<b>UK Y6T2 T18.a</b> - Pupils should be taught: to construct effective arguments: developing a point logically and effectively.			
<b>UK Y6T2 T18.b</b> - Pupils should be taught: to construct effective arguments: supporting and illustrating points persuasively.			
<b>UK Y6T2 T18.c</b> - Pupils should be taught: to construct effective arguments: anticipating possible objections.			
<b>UK Y6T2 T18.d</b> - Pupils should be taught: to construct effective arguments: harnessing the known views, interests and feelings of the audience.			
<b>UK Y6T2 T18.e</b> - Pupils should be taught: to construct effective arguments: tailoring the writing to formal presentation where appropriate.			
<b>UK Y6T2 T19.a</b> - Pupils should be taught: to write a balanced report of a controversial issue: summarising fairly the competing views.			
<b>UK Y6T2 T19.b</b> - Pupils should be taught: to write a balanced report of a controversial issue: analysing strengths and weaknesses of different positions.			
<b>UK Y6T2 T20</b> - Pupils should be taught: to discuss the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.			

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<b>- WORD LEVEL WORK: Phonics, spelling and vocabulary</b>			
<b>- SPELLING STRATEGIES</b>			
<b>UK Y6T3 W1</b> - Pupils should be taught: to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them.			
<b>UK Y6T3 W2</b> - Pupils should be taught: to use known spellings as a basis for spelling other words with similar patterns or related meanings.			
<b>UK Y6T3 W3.a</b> - Pupils should be taught: to use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings.			
<b>UK Y6T3 W3.b</b> - Pupils should be taught: to use independent spelling strategies, including: applying knowledge of spelling rules and exceptions.			
<b>UK Y6T3 W3.c</b> - Pupils should be taught: to use independent spelling strategies, including: building words from other known words, and from awareness of the meaning or derivations of words.			
<b>UK Y6T3 W3.d</b> - Pupils should be taught: to use independent spelling strategies, including: using dictionaries and IT spell-checks.			
<b>UK Y6T3 W3.e</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>- SPELLING CONVENTIONS AND RULES</b>			
<b>UK Y6T3 W4.a</b> - Pupils should be taught: to revise and consolidate work from previous five terms with particular emphasis on: learning and inventing spelling rules.			

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<b>UK Y6T3 W4.b</b> - Pupils should be taught: to revise and consolidate work from previous five terms with particular emphasis on: inventing and using mnemonics for irregular or difficult spellings.			
<b>UK Y6T3 W4.c</b> - Pupils should be taught: to revise and consolidate work from previous five terms with particular emphasis on: unstressed vowel spellings in polysyllabic words.			
<b>- VOCABULARY EXTENSION</b>			
<b>UK Y6T3 W5</b> - Pupils should be taught: to invent words using known roots, prefixes and suffixes, e.g. vacca + phobe = someone who has a fear of cows.			
<b>UK Y6T3 W6</b> - Pupils should be taught: to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords.			
<b>UK Y6T3 W7</b> - Pupils should be taught: to experiment with language, e.g. creating new words, similes and metaphors.			
<b>- SENTENCE LEVEL WORK:</b>			
<b>Grammar and punctuation</b>			
<b>- GRAMMATICAL AWARENESS</b>			
<b>UK Y6T3 S1.a</b> - Pupils should be taught: to revise the language conventions and grammatical features of the different types of text such as: narrative (e.g. stories and novels).			
<b>UK Y6T3 S1.b</b> - Pupils should be taught: to revise the language conventions and grammatical features of the different types of text such as: recounts (e.g. anecdotes, accounts of observations, experiences).			
<b>UK Y6T3 S1.c</b> - Pupils should be taught: to revise the language conventions and grammatical features of the different types of text such as: instructional texts (e.g. instructions and directions).			

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<b>UK Y6T3 S1.d</b> - Pupils should be taught: to revise the language conventions and grammatical features of the different types of text such as: reports (e.g. factual writing, description).			
<b>UK Y6T3 S1.e</b> - Pupils should be taught: to revise the language conventions and grammatical features of the different types of text such as: explanatory texts (how and why).			
<b>UK Y6T3 S1.f</b> - Pupils should be taught: to revise the language conventions and grammatical features of the different types of text such as: persuasive texts (e.g. opinions, promotional literature).			
<b>UK Y6T3 S1.g</b> - Pupils should be taught: to revise the language conventions and grammatical features of the different types of text such as: discursive texts (e.g. balanced arguments).			
<b>UK Y6T3 S2</b> - Pupils should be taught: to conduct detailed language investigations through interviews, research and reading, e.g. of proverbs, language change over time, dialect, study of headlines.			
<b>- SENTENCE CONSTRUCTION AND PUNCTUATION</b>			
<b>UK Y6T3 S3.a</b> - Pupils should be taught: to revise formal styles of writing: the impersonal voice.			
<b>UK Y6T3 S3.b</b> - Pupils should be taught: to revise formal styles of writing: the use of the passive.			
<b>UK Y6T3 S3.c</b> - Pupils should be taught: to revise formal styles of writing: management of complex sentences.			
<b>UK Y6T3 S4</b> - Pupils should be taught: to secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.			

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<b>- TEXT LEVEL WORK:</b> <b>Comprehension and composition</b>			
<b>- FICTION AND POETRY</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y6T3 T1</b> - Pupils should be taught: to describe and evaluate the style of an individual writer.			
<b>UK Y6T3 T2</b> - Pupils should be taught: to discuss how linked poems relate to one another by themes, format and repetition, e.g. cycle of poems about the seasons.			
<b>UK Y6T3 T3</b> - Pupils should be taught: to describe and evaluate the style of an individual poet.			
<b>UK Y6T3 T4</b> - Pupils should be taught: to comment critically on the overall impact of a poem, showing how language and themes have been developed.			
<b>UK Y6T3 T5</b> - Pupils should be taught: to compare and contrast the work of a single writer.			
<b>UK Y6T3 T6</b> - Pupils should be taught: to look at connections and contrasts in the work of different writers.			
<b>- WRITING COMPOSITION</b>			
<b>UK Y6T3 T7</b> - Pupils should be taught: to annotate passages in detail in response to specific questions.			
<b>UK Y6T3 T8</b> - Pupils should be taught: to use a reading journal effectively to raise and refine personal responses to a text and prepare for discussion.			
<b>UK Y6T3 T9</b> - Pupils should be taught: to write summaries of books or parts of books, deciding on priorities relevant to purpose.			
<b>UK Y6T3 T10</b> - Pupils should be taught: to write a brief synopsis of a text, e.g. for back cover blurb.			
<b>UK Y6T3 T11</b> - Pupils should be taught: to write a brief helpful review tailored for real audiences.			

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<b>UK Y6T3 T12.a</b> - Pupils should be taught: to compare texts in writing, drawing out: their different styles and preoccupations.			
<b>UK Y6T3 T12.b</b> - Pupils should be taught: to compare texts in writing, drawing out: their strengths and weaknesses.			
<b>UK Y6T3 T12.c</b> - Pupils should be taught: to compare texts in writing, drawing out: their different values and appeal to a reader.			
<b>UK Y6T3 T13</b> - Pupils should be taught: to write a sequence of poems linked by theme or form, e.g. a haiku calendar.			
<b>UK Y6T3 T14</b> - Pupils should be taught: to write an extended story, worked on over time on a theme identified in reading.			
<b>- NON-FICTION</b>			
<b>- READING COMPREHENSION</b>			
<b>UK Y6T3 T15</b> - Pupils should be taught: to secure understanding of the features of explanatory texts from Year 5 term 2.			
<b>UK Y6T3 T16</b> - Pupils should be taught: to identify the key features of impersonal formal language, e.g. the present tense, the passive voice and discuss when and why they are used.			
<b>UK Y6T3 T17</b> - Pupils should be taught: to appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value.			
<b>UK Y6T3 T18</b> - Pupils should be taught: to secure the skills of skimming, scanning and efficient reading so that research is fast and effective.			
<b>UK Y6T3 T19</b> - Pupils should be taught: to review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form.			
<b>- WRITING COMPOSITION</b>			

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<b>UK Y6T3 T20</b> - Pupils should be taught: to secure control of impersonal writing, particularly the sustained use of the present tense and the passive voice.			
<b>UK Y6T3 T21</b> - Pupils should be taught: to divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives.			
<b>UK Y6T3 T22</b> - Pupils should be taught: to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.			