

Overview of Objectives

EYFS

Phonics Development	Communication & Language	Reading
<ul style="list-style-type: none"> • Write CVC words • Apply taught digraphs into writing • Apply taught trigraphs into writing • Write words with adjacent consonants • Use key features of narrative in own writing (EXC) • Have an awareness of a capital letter and full stop when writing a simple sentence 	<ul style="list-style-type: none"> • Maintain attention, concentrates and sits quietly during appropriate activity • Two-channelled attention – can listen and do for short span • Respond to instructions involving a two-part sequence • Understand humour, e.g. nonsense rhymes, jokes • Able to follow a story without pictures or props • Listen and respond to ideas expressed by others in conversation or discussion 	<ul style="list-style-type: none"> • Continue a rhyming string • Hear and say the initial sounds in words • Segment the sounds in simple words and blend them together and knows which letters represent some of them • Link sounds to letters, naming and sounding the letters of the alphabet • Begin to read words and simple sentences
<p>Writing</p>		
<ul style="list-style-type: none"> • Give meaning to the marks they draw, write and paint • Begin to break the flow of speech into words • Continue a rhyming string • Hear and say the initial sounds in words • Segment the sounds in simple words and blend them together • Link sounds to letters, naming and sounding the letters of the alphabet • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Write own name and other things such as labels, captions • Attempt to write short sentences in meaningful contexts • Use phonic knowledge to write words in way which match their spoken sounds • Spell some common irregular words • Write simple sentences which can be read by themselves and others • Write phonetically plausible words 	<ul style="list-style-type: none"> • Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words • Use language to imagine and recreate roles and experiences in play situations • Link statements and sticks to a main theme or intention • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduce a storyline or narrative into their play • Listen attentively in a range of situations • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • Give attention to what others say and respond appropriately, while engaged in another activity • Follow instructions involving several ideas or actions • Answer 'how' and 'why' questions about their experiences and in response to stories or events • Express self effectively, showing awareness of listeners' needs • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop narratives and explanations by connecting ideas or events 	<ul style="list-style-type: none"> • Use vocabulary and forms speech that are increasingly influenced by their experiences of books • Enjoy reading an increasing range of books • Know that information can be retrieved from books and computers • Read and understand simple sentences • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words • Demonstrate understanding when talking with others about what they have read

Year 1

Writing	Reading	Spoken Language
<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Use plural noun suffixes -s and -es • Add suffixes to verbs where no change is needed to the root • Change the meaning of verbs and adjectives by adding the prefix un- • Combine words to make sentences • Leave spaces between words • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, the days of the week and the personal pronoun I • Use simple description • Spell words containing phonemes already taught • Spell common exception words • Make phonically plausible attempts to spell words that have not yet been learnt 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently • Link what is read or heard to own experiences • Become familiar with key stories, fairy tales and traditional tales • Retell stories and consider their particular characteristics • Recognise and join in with predictable phrases • Learn to appreciate rhymes and poems • Recite some rhymes and poems by heart • Discuss word meanings, linking new meanings to those already known • Understand both the books that can be read accurately and fluently and those listened to • Draw on what they already know • Check that the text makes sense • Correct inaccurate reading • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them <p>Explain clearly understanding of what is read to them</p>	<ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication
<p>Composition</p> <ul style="list-style-type: none"> • Say out loud what is going to be written about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what has been written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher 		

Year 2

Writing	Reading	Spoken Language
<p>Vocabulary, Grammar & Punctuation</p>		
<ul style="list-style-type: none"> • Form nouns and adjectives using suffixes • Ad -er and -est to adjectives • Add -ly to turn adjectives into adverbs • Use punctuation correctly: full stops, capital letters, exclamation marks, question marks • Use punctuation correctly: commas for lists • Use punctuation correctly: apostrophes for contracted forms • Use punctuation correctly: apostrophes for the possessive (singular) • Write sentences with different forms: statement, questions, exclamation, command • Use expanded noun phrases to describe and specify • Use present and past tenses correctly and consistently • Use the progressive form of verbs in the present and past tense • Use sub-ordination (using when, if, that or because) • Use co-ordination (using or, and so, but) • Use homophones and near homophones 	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently • Discuss the sequence of events in books and how items of information are related • Become familiar with and retell a wider range of traditional tales • Read non-fiction books that are structured in different ways • Recognise simple recurring literary language • Discuss and clarify the meanings of words • Continue to build up a repertoire of poems learnt by heart • Understand books read independently and those which are listened to • Draw on what is already known or on background information and vocabulary provided by the teacher • Check that the text makes sense • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works • Explain and discuss understanding of books, poems and other material 	<ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication
<p>Composition</p>		
<ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real or fictional) • Write about real events • Write poetry • Write for different purposes • Plan or say aloud what is going to be written about • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils • Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently • Proof-read to check for errors in spelling, grammar and punctuation • Read aloud with intonation 		

Year 3

Writing	Reading	Spoken Language
<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Use adverbs to express time, place and cause • Use prepositions to express time, place and cause • Use conjunctions to express time, place and cause (when, before, after, while, so because) • Use inverted commas to punctuate direct speech • Group related ideas into paragraphs • Use the present perfect form of verbs in contrast to the past tense • Build an increasing range of sentence structures • Form nouns with a range of prefixes • Use a or an according to whether the next word begins with a vowel or consonant • Build a varied and rich vocabulary • In narratives, create settings, characters and plot • In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of texts • Read for a range of purposes • Use dictionaries to check the meaning of words • Identify themes and conventions • Prepare poems and play scripts to read aloud and to perform • Show understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and imagination • Recognise different forms of poetry • Check text makes sense • Explain meaning of words in context • Ask questions to improve understanding of a text 	<ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates
<p>Composition</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Predict from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books 	<ul style="list-style-type: none"> • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication

Year 4

Writing	Reading	Spoken Language
<p>Vocabulary, Grammar & Punctuation</p>		
<ul style="list-style-type: none"> • Recognise the grammatical difference between plural and possessive 's' • Use Standard English forms for verb inflections • Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although) • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases • Use fronted adverbials • Use commas after fronted adverbials • Indicate possession by using the possessive apostrophe with plural nouns • Use inverted commas and other punctuation to punctuate direct speech • Organise paragraphs around a theme • Build a varied and rich vocabulary • Use present and past tenses correctly and consistently, including the progressive form and the present perfect form 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of texts • Read for a range of purposes • Use dictionaries to check the meaning of words • Identify themes and conventions • Prepare poems and play scripts to read aloud and to perform • Show understanding through intonation, tone, volume and action • Recognise different forms of poetry • Discuss words and phrases that capture the reader's interest and imagination • Check text makes sense • Explain meaning of words in context • Ask questions to improve understanding of a text • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Predict from details stated and implied • Identify main ideas from paragraphs • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books 	<ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication
<p>Composition</p>		
<ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • In non-narrative material, use simple organisational devices • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. 		

Year 5

Writing	Reading	Spoken Language
<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use modal verbs or adverbs to indicate degrees of possibility • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use devices to build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place and number • Link ideas using tense choices • Use commas to clarify meaning or avoid ambiguity in writing • Use brackets, dashes or commas to indicate parenthesis • Variety of verb forms used correctly and consistently including the present perfect form • Use commas after fronted adverbials (Y4) • Organise paragraphs around a theme (Y4) • Use inverted commas and other punctuation to punctuate direct speech (Y4) • Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) 	<ul style="list-style-type: none"> • Read and discuss a wide range of texts • Recommend books to peers • Identify and discuss themes and conventions • Make comparisons within and across books • Learn poetry by heart • Prepare poems and plays for performance • Check sense, discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussion about books • Explain and discuss understanding of reading • Provide reasoned justifications for views 	<ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication
<p>Composition</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Précis longer passages • Integrate dialogue to convey character and advance the action • Use organisational and presentational devices to structure text • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense • Distinguish between the language of speech and writing • Choose the appropriate register • Proof-read for spelling and punctuation errors • Perform own compositions using appropriate intonation, volume and movement 		

Year 6

Writing	Reading	Spoken Language
<p style="text-align: center;">Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Use passive verbs • Use the perfect form of verbs • Use expanded noun phrases to convey complicated information concisely • Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis) • Use hyphens to avoid ambiguity • Use semi-colons, colons or dashes to mark boundaries between independent clauses • Use a colon to introduce a list and use of semi-colons within lists • Punctuate bullet points consistently • Link ideas across paragraphs using a wide range of cohesive devices (Y5) • Use modal verbs or adverbs to indicate degrees of possibility (Y5) • Use brackets, dashes or commas to indicate parenthesis (Y5) • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) 	<ul style="list-style-type: none"> • Read and discuss a wide range of texts • Recommend books to peers • Identify and discuss themes and conventions • Make comparisons within and across books • Learn poetry by heart • Prepare poems and plays for performance • Check sense, discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice • Distinguish between fact and opinion • Retrieve, record and present information • Participate in discussion about books • Explain and discuss understanding of reading • Provide reasoned justifications for views 	<ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication
<p style="text-align: center;">Composition</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Précis longer passages • Integrate dialogue to convey character and advance the action • Use organisational and presentational devices to structure text • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use consistent and correct tense • Distinguish between the language of speech and writing • Choose the appropriate register • Proof-read for spelling and punctuation errors • Perform own compositions using appropriate intonation, volume and movement 		