

English Whole School Overview 2023 - 2024

Our goal for English education is that children are able to communicate effectively, for a range of purposes and audiences, developing:

- an understanding of language for communication;
- the ability to speak and write effectively and purposefully
- fluency and an enthusiasm for reading, both for pleasure and to learn.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Whole school days/ events linked to English</i>			KS1 and KS2 Spelling Bee	World Book Day Read aloud competition	Individual Poetry Recitals (KS2)	Class Poetry Recitals (KS1 & KS2)
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion		January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion
Skills Builder	September: Listening October: Speaking	November: Teamwork	December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High
Nursery	Focus Texts So much We're going on a bear hunt The Tiger who came to tea Phonics Phase 1 Introduce mark marking Whole class book	Focus Texts Owl Babies The Gruffalo Phonics Phase 1 Model mark marking Whole class book	Focus Texts Charlie the Firefighter Police Officers on Patrol Cops and Robbers Phonics Phase 1 Forming letters in their name Print and labels Whole Class book	Focus Texts Handa's surprise Dear Zoo The Selfish Crocodile Elmer Phonics Phase 1 Special signs Concept of a word	Focus Texts Jack and the Beanstalk The Very Hungry Caterpillar Phonics Phase 1 Reading behaviours Sequencing stories Forming letters in their name Whole class book	Focus texts The Gigantic Turnip Little Red Hen Titch A Chair for Baby Phonics Phase 1 Book features Making individual books Forming letters in their name

Reception	Focus texts <i>King of the Classroom The blue umbrella What I like about me Anna Hibiscus song</i> Various poetry/rhymes Phonics Phase 2 Adult led writing opportunities Name writing	Focus texts <i>Tree - Seasons Come Seasons Go Sometimes I am a baby bear, sometimes I am a snail Let's Celebrate The night before Christmas Various poetry/rhymes</i> Phonics Phase 2/ 3 Adult led writing opportunities Name Writing	Focus texts <i>Where is the Dragon? The Black Rabbit Lunar New Year around the world Various poetry/rhymes</i> Phonics phase Adult led writing opportunities Letter families	Focus texts <i>Eco Girl The Boy who lost his bumble From seed to sunflower The little island Various poetry /rhymes</i> Phonics Phase 3 Adult led writing opportunities Letter families	Focus texts <i>Once upon a jungle Yucky worms Too much stuff A place called home The Storm Whale Various poetry / rhyme</i> Phonics Phase 3 Adult led writing opportunities Letter families	Focus texts <i>Hey Water Suzy Orbit Astronaut Paper planes The Story machine Various poetry/rhyme</i> Phonics Phase 4 Adult led writing opportunities Revise all letter families
Year 1 Penpals Handwriting Daily Supported Reading	<i>Beegu Bear and the Piano Pattan's Pumpkin</i>	<i>Leaf Man Quill Soup A is for Africa A Christmas Story</i>	<i>Smartest Giant in Town Faruq and the Wiri Wiri</i>	<i>Mixed: A Colourful Story The Proper Way to meet a hedgehog (poetry)</i>	The Jolly Postman Traditional Tales Pie Corbett	<i>Coming To England Coming to England Wales on the map Katie Goes to London Katie Goes to Edinburgh</i>
	Character description Setting description Story Sequencing Instruction writing	Character description Story Sequencing Non Fiction: labels/captions	Character description Newspaper report Instruction writing	Poetry	Narrative Letter writing Persuasive Writing	Non-chronological report Diary writing
	Capital letters; full stop, question mark/exclamation mark; conjunction: <i>and</i>					
	Oracy, including Skills Builder Step 1 and debating motions e.g. <i>This house believes that... the bear shouldn't have left the forest and gone to the big city...the three pigs should forgive the big bad wolf...all plants need to grow is water.</i>					
Year 2 Penpals handwriting Daily Supported Reading Guided Reading	The Colours of Us Amazing Grace	One Snowy Night (Pie Corbett) One Night far from here	World traditional tales Goldilocks: Ghanaian and UK	Mr Chicken lands in London Mr Chicken all over Australia	Omar the Bees and Me Little People Big Dreams (engineering focus)	Marshmallow Clouds (Poetry) Poetry Books to Perform Persephone
	Descriptive writing Narrative	Narrative Non-Chronological report	Narrative Instructions Setting description	Non-chronological report Persuasive writing Book Review	Letter Procedural	Diary Entry Poetry

	Y1 + question and exclamation marks; commas; apostrophes; present and past tense; coordinating and subordinating conjunctions; nouns and simple noun phrase; verbs, adjectives and adverbs; convert adjectives to adverbs e.g hopeful - hopefully; identify features of commands, statements and questions; identify past and present tenses					
	Oracy, including Skills Builder Step 2 and debating motions e.g. <i>This house believes that Global Goal X is the most important...some people deserve more food than others...the Romans were better than the Celts.</i>					
Year 3	The BFG	Diary of a Christmas Elf	The Lion at School (Pie Corbett)	Greenling Wangari's Tree of Peace	Pandora's Box	Little People Big Dreams Biographies
	Setting description Instructions	Diary entry Poetry	Character description Persuasive Speech	Newspaper report Non-chronological report	Narrative Playscript	Persuasive speech Biography
	Y1, 2+ range of subordinating conjunctions, complex sentence, speech marks; use commas to mark clauses; proofread for errors; identify main clause and subordinate clause; explain meaning of 'prefix' and 'suffix'; identify expanded noun phrase					
	Oracy, including Skills Builder Step 3 and debating motions e.g. <i>This house believes the UK is the best place for a holiday...all products should be fair trade. (Global Goals 10 and 12)...the Giants are not evil, they're just misunderstood.</i>					
Year 4	Asha and the Spirit Bird Rama & Sita	South Asian Folktales Myths and Legends	I was There The Caravan (Pie Corbett)	Midsummer Night's Dream	Akimbo and the Lions	Children of the Benin Kingdom Echo & Narcissus
	Character description Letter writing Play script	Non-Chronological report News report Narrative	Persuasive Writing Diary entry	Biography Letter Writing	Setting Description Discussion Text	Playscript Poetry Narrative
	Y1, 2, 3+ fronted adverbials, direct speech, standard English, conjunctions for contrast, apostrophe for possessive plural, possessive pronouns					
	Oracy, including Skills Builder Step 4 and debating motions e.g. <i>This house believes that all humans should be vegetarian...that Henry VIII should not have been allowed to divorce...the UK should not have a monarchy.</i>					
Year 5	The Explorer		Street Child	Son of the Circus - A Victorian Story	Perseus & Medusa Elf Road (Pie Corbett)	Happy Here
	Narrative Character description	Discussion Text Persuasive Letter Non-Chronological Report	Diary entry Narrative	Autobiography Biography	Poetry Persuasive speech Play script	Character Description News Report Poetry
	Y1, 2, 3, 4+ dashes, brackets and commas for parenthesis, modal verbs, relative clauses and pronouns, simple, perfect and progressive past tense					

	Oracy, including Skills Builder Step 5 and debating motions, including at least one linked to current affairs e.g. <i>This house believes deforestation should be banned...children should not work.</i>				
Year 6 Destination Reader Guided Reading	Private Peaceful Rosa Raja Churchill's Spy		Holes Nightmare Man (Pie Corbett)	The Good Turn A Hero Like Me Suffragette: The Battle for Equality	SAT's
	Non-chronological Report Monologues Descriptive writing	Letter writing Report writing Descriptive writing	Narrative Persuasive writing Dialogue	Poetry Biographies	Editing and improving writing portfolios
	Y1, 2, 3, 4, 5+ semi-colon and colon, active and passive voice, subjunctive; explain the simple, perfect and progressive tenses; recognise and use some vocabulary and structures, appropriate for formal speech and writing				
	Oracy including Skills Builder Step 6, Topic Talk and debating motions including at least one linked to current affairs e.g. <i>This house believes children should not have been evacuated in WWII...tests should be banned for all primary school children.</i>				

Nursery Phonics Progression

Autumn

To develop children's listening skills and awareness of sounds in the environment To experience and develop awareness of sounds made with instruments and noise makers
To use a wide vocabulary to talk about the sounds instruments make
To develop awareness of sounds and rhythm
To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech
To increase awareness of words and rhyme and to develop knowledge about rhyme
To develop understanding of alliteration
To distinguish between the differences in vocal sounds, including oral blending and segmenting
To develop oral blending and segmenting of sounds in words

Spring

To develop children's listening skills and awareness of sounds in the environment To develop vocabulary and children's identification and recollection of the difference between sounds
To experience and develop awareness of sounds made with instruments and noise makers
To listen to and appreciate the difference between sounds made with instruments
To develop awareness of sounds and rhythm To distinguish between sounds and to remember patterns of sound
To talk about sounds we make with our bodies and what the sounds mean
To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech
To increase awareness of words and rhyme and to develop knowledge about rhyme
To develop understanding of alliteration

Summer

To develop children's listening skills and awareness of sounds in the environment
To develop vocabulary and children's identification and recollection of the difference between sounds
To make up simple sentences and talk in greater detail about sounds
To experience and develop awareness of sounds made with instruments and noise makers
To listen to and appreciate the difference between sounds made with instruments
To use a wide vocabulary to talk about the sounds instruments make
To develop awareness of sounds and rhythm
To distinguish between sounds and to remember patterns of sound
To talk about sounds we make with our bodies and what the sounds mean
To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech

To listen to sounds at the beginning of words and hear the differences between them
 To distinguish between the differences in vocal sounds, including oral blending and segmenting
 To explore speech sounds
 To develop oral blending and segmenting of sounds in words
 To listen to phonemes within words and to remember them in the order in which they occur

To increase awareness of words and rhyme and to develop knowledge about rhyme
 To talk about words that rhyme and to produce rhyming words
 To develop understanding of alliteration
 To listen to sounds at the beginning of words and hear the differences between them
 To explore how different sounds are articulated, and to extend understanding of alliteration
 To distinguish between the differences in vocal sounds, including oral blending and segmenting
 To explore speech sounds
 To talk about the different sounds that we can make with our voices
 To develop oral blending and segmenting of sounds in words
 To listen to phonemes within words and to remember them in the order in which they occur

Reception Knowledge and Skills Progression for Areas of English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Objectives	<p>Learn why listening is important and focusing attention</p> <p>Understand a question or instruction</p> <p>Start a conversation with an adult or a friend</p> <p>Model & develop social phrases</p> <p>Learning new vocabulary through the day</p> <p>Listen carefully to rhymes, songs, paying</p>	<p>Listen carefully to others</p> <p>Understand a question or instruction that has two parts</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Learn and use new vocabulary</p> <p>Engage in story times and learning new rhymes</p>	<p>Listen to and remember instructions</p> <p>Ask a question</p> <p>Use new vocabulary in different contexts</p> <p>Use simple connectives in everyday talk</p> <p>Listen to and talk about stories to build familiarity & understanding</p> <p>Learn rhymes, poems and songs</p>	<p>Listen carefully to others and not interrupt</p> <p>Articulate their ideas and thoughts in well- formed sentences</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Retell the story, once they have</p>	<p>Describing events in some detail using a growing vocabulary</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Connect one idea or action to another using a range of connectives</p>

	attention to how they sound			developed a deep familiarity with the text		
Literacy Objectives	<p>Recognise words with the same initial sound</p> <p>Say sounds for individual letters</p> <p>Writing some letters accurately</p> <p>Writing some or all of their name</p>	<p>Begin to blend and segment sounds into words</p> <p>Begin to form lower-case letters correctly</p>	<p>Blend sounds into words, so that they can read and write short words made up known GPC</p> <p>Segment sounds in words so they can spell and write words with help of letter card</p> <p>Start letters in the correct position</p> <p>Read a few common exception words</p>	<p>Read simple phrases and sentences made up of words with known GPC letter-sound</p> <p>Recognise some common exception / sight words</p> <p>Say then writing short sentences with the support of an adult</p> <p>Develop some automaticity when forming letters</p> <p>Form lower-case and capital letters correctly</p>	<p>Re-read familiar books to build up their confidence, fluency, understanding and enjoyment</p> <p>Writing short sentences with words with known sound-letter correspondences. With adult support use a capital letter and full stop</p>	<p>Read their written work to an adult and talk about what has gone well.</p> <p>Talk about what has happened in a story they have read independently.</p> <p>Develop a bank of common exception / sight words that they can recognise.</p>

Reception Phonics Progression

Autumn Term

s a m t p i
n o
d g
c k c k
e r h
u b j
v w s s
x y
l l f f z z
Focus on segmenting and blending.
Linked with letter formation and high frequency words: I ,
am, at, in, and, on, the, go, to, it, is, a, my, mum, dad, to,
love

Spring Term

qu ng
sh ch
th
oo
ee or
ai ay
oi oy

oa
ow
ar ur er

Linked with high frequency words: went, my, this, they, come,
see, looks, said, we, me, he, she, going
Letter formation: Curly Caterpillar family, Robot letter family,
ladder letter family, zig zag

Summer Term

Revision of all sounds
igh
ear
air
ure
Phase 4
Linked with high frequency words: for, you, are, yes, no,
all, like, play, was, here, one, day, away.
Revision of letter families formations See Penpals for
Handwriting
Progression Penpals_Scope_and_Sequence.pdf
(cambridge.org)

Year 1 Writing Objectives

[Pie Corbett Genre Progression](#)

Spelling including phonics	Composition & Effect	Grammar	Handwriting	Structure	Purpose
<p>Revising digraphs ch, sh, th, ee, oo, er, ar, ng, or, ow, oa</p> <p>I can spell some of the high frequency words</p> <p>I can spell words using the phonemes that I know.</p> <p>I can spell most of the 100 high frequency words.</p> <p>I can use plural noun suffixes -s or -es (dogs or wishes).</p> <p>I can spell the days of the week.</p> <p>I can use the prefix un-.</p> <p>I can add the suffixes -ed, -ing, -er, -est, -ly, -y to root words.</p>	<p>I can use a word of the week in my writing.</p> <p>I can identify and use some basic descriptive language - colour, size, simple emotions.</p> <p>I can make some appropriate word choices from word banks, class lists and sentence openers.</p>	<p>Independent sentence writing</p> <p>I can use capital letters for names of people, places, the days of the week and the personal pronoun 'I'</p> <p>I can join words and joining clauses using 'and'.</p> <p>I can begin to punctuate sentences, using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>Letter formation in families</p> <p>See Penpals for Handwriting Progression</p> <p>Penpals_Scope_and_Sequence.pdf (cambridge.org)</p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can separate words using spaces.</p> <p>I can form capital letters.</p> <p>I can form digits 0-9.</p>	<p>I can use a simple structure in my writing, e.g. beginning, middle and end, or instructions written in the correct order.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can retell a story using Pie Corbett actions.</p>	<p>I can read my writing back to an adult confidently</p> <p>My writing can be read, without mediating</p>

Year 1 Grammar Objectives

I can use the conjunction *and* in my sentences to join clauses

I can add the prefix *un* and the suffixes *er est ed ing ly* to words to change the meaning

Year 1 Speaking and Listening Skills

Speaking (Skills Builder Step 1)	Speaking (Skills Builder Step 1)
<p>I understand what is different about talking to people I don't know.</p> <p>I speak clearly to individuals I do not know.</p> <p>I speak clearly to small groups I do not know</p>	<p>I know why it is important to understand what I have heard.</p> <p>I think about whether I understand what I have heard.</p> <p>I ask questions of what I have not understood.</p>

Year 1 Reading Objectives

Decoding & Fluency

I know my alphabet (both letter names and sounds).

I can use picture clues to help in reading simple texts.

I can read decodable and tricky words from phase 2 including high frequency words.

I can read decodable and tricky words from phase 3 including high frequency words.

I can read decodable and tricky words from phase 5 including high frequency words.

I take note of punctuation when I read - . !?

I can check that the text makes sense and self-correct if I make a mistake.

I can read accurately some words with 2 or more syllables.

I can read familiar endings to words (-s, -es, -ing, -ed, -er, -est).

I can read the year 1 common exception words.

can begin to discuss meanings of words.

I can read words with contractions (I'm, I'll, we'll).

In an age appropriate book (blue Aut 2, Orange Spr 2, Turquoise/Purple Sum2)

I can read many words on sight without sounding out.

On re-reading books, I can build up my fluency and confidence with word reading.

Retrieval

I can discuss the significance of the title and main events - It is called Goldilocks because she is the main character.

I can identify the main events or key points in a text.

I can answer straight forward questions about a story.

I can recognise the difference between fiction and non-fiction.

Inference

I can express opinions about main events and characters in a story.

I can make simple predictions about the characters.

I can recognise why a character is feeling a certain way.

With encouragement, I can use my knowledge of the world to guess what might be going on, in age appropriate texts.

I can recognise obvious story language – Once Upon a Time, big bad wolf.

Year 2 Writing Objectives

Pie Corbett Genre Progression

Spelling including phonics	Composition & Effect	Grammar	Handwriting	Structure	Purpose
I can spell most of the 100 high frequency words.	I can identify and use some basic descriptive language - colour, size, simple emotions.	I can use capital letters for names of people, places, the days of the week and the personal pronoun 'I' I can join words and joining clauses using 'and'.	I can begin to form lower-case letters in the correct direction, starting and finishing in the right place. I can separate words using spaces.	I can sequence sentences to form short narratives.	
<p>Some words with contractions (it's, can't, won't, they're etc.)</p> <p>Most of the common exception words</p> <p>Homophones/near homophones (e.g. there/their/they're)</p> <p>-al, -el, le and -il word endings</p> <p>Suffixes to spell longer words- e.g. -ed , - y, -ment, -ful, -less, -ly, -ing, -ed, -er, -est</p> <p>ai sound spelt -y at the end of words.</p> <p>Adding -es to words ending in -y.</p> <p>Ending in -e with a consonant before it</p> <p>j sound: j, g ge, dge, igh sound spelt y, n spelt kn, soft c</p>	<p>I can use interesting noun phrases to describe people, objects and setting - the blue butterfly</p> <p>I can use interesting adverbs to describe actions</p>	<p>I can use capital letters, full stops and question marks when required.</p> <p>I can use and exclamation marks</p> <p>I can use commas in a list</p> <p>I can use apostrophes for contracted forms and the possessive (singular) form - the girl's book</p> <p>I can use the present and past tenses correctly</p> <p>I can use coordinating conjunctions (and/but) and subordinating conjunctions (e.g. when, if, because, that) to join clauses</p>	<p>See Penpals for Handwriting Progression Penpals Scope and Sequence.pdf (cambridge.org)</p> <p>I can form lower-case letters of the correct size, relative to one another</p> <p>I understand which letters needed to be joined in my writing</p> <p>I can write capital and lower case letters of the correct size, orientation and relationship to one another</p> <p>I can use spacing between words that reflects the size of the letters</p>	<p>I can begin to use an appropriate opening and ending</p> <p>The organisation reflects the purpose of my writing – a newspaper report has a headline, a byline, an introduction and then a chronological order of events.</p> <p>I can retell a story using Pie Corbett actions</p>	<p>I can write simple coherent narratives about personal experiences and those of others (real or fictional)</p> <p>I can write about real events, recording these simply and clearly.</p> <p>I am beginning to use appropriate language across different types of writing - e.g. story language, non- fiction</p>

Year 2 Grammar Objectives

I can identify past and present tenses.
 I can identify nouns, verbs, adjectives and adverbs.
 I can identify and explain the features of commands, statements and questions. I can identify a simple noun phrase.
 I can convert adjectives to adverbs e.g hopeful – hopefully

Year 2 Speaking and Listening Objectives

I understand what it means to say things in a logical order.
 I understand why putting things in a logical order is important when speaking.
 I use different approaches to putting things in a logical order.

I listen effectively and stay focused.
 I retain and process information I have heard.
 I recall and explain information to others.

Year 2 Reading Objectives

Decoding & Fluency

I know my alphabet (both letter names and sounds).
 I can use picture clues to help in reading simple texts.
 I can read decodable and tricky words from phase 2, 3, 4 & 5, including high frequency words.
 I take note of punctuation when I read - . !?
 I can read familiar endings to words (-s, -es, -ing, -ed, -er, -est).
 I can read the year 1 common exception words.
 I can read words with contractions (I'm, I'll, we'll).

Retrieval

I can discuss the significance of the title and main events -
 It is called Goldilocks because she is the main character.
 I can recognise the difference between fiction and non-fiction.

Inference

I can express opinions about main events and characters in a story.
 I can recognise why a character is feeling a certain way.

I can recite the alphabet from any section of the alphabet, not the beginning.
 I can read accurately most words of 2 or more syllables.
 I can read words containing common suffixes - -ment, -ness, -ful, -less and -ly.
 I can use a range of decoding strategies.
 I can read most of the Year 1 and 2 common exception words.

I can retell a story, referring to most of the key events and characters.
 I can find the answers to simple questions in non-fiction, stories and poems
 I can begin to skim and scan to find information from small sections of text

I can recognise key themes and ideas within a text. I
 can make simple reasonable predictions.
 I can use my knowledge of the world to guess what might be going on, in age appropriate texts.
 I can explain why an author chose a particular word -
 creeping shows he was tiptoeing and trying to be quiet.

<p>I can re-read books to build up my fluency and confidence in word reading.</p> <p>I can discuss the meaning of words and link them to words I already know.</p> <p>In age appropriate books, I can sound out most unfamiliar words accurately, without undue hesitation.</p> <p>I can self-correct when I read a sentence incorrectly.</p> <p>In age appropriate books, I can read accurately and fluently without overt sounding and blending - eg over 90 words per minute.</p>	<p>I can find and copy words to show I understand meaning - e.g. find and copy word meaning well-known (famous)</p>	<p>I can make simple inferences based on what is being said or done.</p>
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Year 3 Writing Objectives

[Pie Corbett Genre Progression](#)

Spelling	Composition & Effect	Grammar & Punctuation	Handwriting	Structure	Purpose
<p>I can spell all of the common exception words</p> <p>I can spell the first 11 sets of homophones/near homophones (e.g. there/their/they're)</p>	<p>I can use interesting noun phrases to describe people, objects and setting - the blue butterfly</p> <p>I can use interesting adverbs to describe actions</p>	<p>I can use capital letters, full stops and question marks when required.</p> <p>I can use commas in a list</p> <p>I can use apostrophes for contracted forms and the possessive (singular) form - the girl's book</p> <p>I can use the present and past tenses correctly</p> <p>I can use co-ordinating conjunctions (and/but) and subordinating conjunctions (e.g. when, if, because, that) to join clauses</p>	<p>I can form lower- case letters of the correct size, relative to one another</p> <p>I understand which letters needed to be joined in my writing</p>		

<p>The short i sound spelt with the letter y Prefixes: dis, in, im, re, anti, super, sub, mis. Suffixes: -ation, -ly, -ture, -ous, -ion, -ian, c and sh spelt ch</p> <p>I can spell the next 22 sets of homophones/near homophones (e.g. accept/except)</p> <p>See National Curriculum Appendix 1: Spelling for the complete list</p>	<p>I can use detail to clarify information I can modify nouns by one or more precise adjectives - a loud wailing sound My vocabulary is interesting and appropriate I can show evidence of using simple similes - it was as yellow as the sun</p>	<p>I can use a range of subordinating conjunctions to show time, result and addition of ideas, e.g. when, if, because, furthermore I can write in complex sentences using a main clause and a subordinate clause - 'After playing football, we went to get ice-cream' and 'We went to get ice-cream after playing football.'</p> <p>I can use inverted commas to punctuate speech. I can use commas to mark clauses</p> <p>I can proofread for errors</p>	<p>See Penpals for Handwriting Progression Penpals Scope and Sequence.pdf (cambridge.org)</p>	<p>I can group similar information together in paragraphs in nonfiction writing</p> <p>I can use paragraphing in narrative for a new location in a story</p>	<p>I can include details to add an element of humour, surprise or suspense Some evidence of viewpoint is established</p>
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Year 3 Grammar Objectives

I can identify the main clause and the subordinate clause.
I can explain the meaning of 'prefix' and 'suffix'.
I can identify an expanded noun phrase.
I can identify conjunctions.
I can identify and explain prepositions.

Year 3 Speaking and Listening Objectives

Speaking (Skills Builder Step 3)	Listening (Skills Builder Step 3)	Debating (Year 3 and 4)
<p>I understand why it is important to know what my listeners already know.</p> <p>I know how to build on what my listeners already know.</p> <p>I explain new concepts that listeners are able to follow.</p>	<p>I know the reasons why people communicate.</p> <p>I know why it is important to know why someone is communicating.</p> <p>I can identify why someone is communicating with me.</p>	<p>I can make relevant comments or ask questions in a discussion or a debate.</p> <p>I seek clarification by actively seeking to understand others' points of view.</p> <p>I respectfully challenge opinions or points, offering an alternative.</p>

Year 3 Reading Objectives

Decoding & Fluency	Vocabulary	Retrieval	Inference
<p>I can read accurately most words of 2 or more syllables.</p> <p>I can use a range of decoding strategies.</p> <p>I can self-correct when I read a sentence incorrectly.</p> <p>I can read unfamiliar texts out loud with expression.</p> <p>I can use punctuation (.?!,"") and new paragraphs to read fluently.</p> <p>I know the meanings of prefixes and suffixes to help understand unfamiliar words - e.g. cian = job; un, dis, mis = negative</p> <p>In age appropriate books, I can use the context of the sentence to help me to read unfamiliar words</p> <p>I can prepare poems or play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>I can read many of the words from the year 3&4 spelling list.</p> <p>In age appropriate books, I can pronounce increasingly complicated words accurately.</p> <p>I can use alphabetically ordered texts to find information.</p> <p>I can identify features of different text types.</p>	<p>I can begin to use dictionaries to find words.</p> <p>I can pick an appropriate synonym to explain the meaning of age appropriate words (e.g. Which word most closely matches crumple - cut, scrunch or dirty?)</p>	<p>I can retell a story, referring to most of the key events and characters</p> <p>I can find the answers to simple questions in non-fiction, stories and poems</p> <p>I can find and copy words to show I understand meaning - e.g. find and copy word meaning well-known (famous)</p> <p>I can recap the main points of a story or non-fiction text.</p> <p>In age appropriate texts, I can locate relevant answers.</p> <p>I can skim and scan to find information from larger pieces of text.</p> <p>I can use a range of organisational features to locate information, such as headings, labels, diagrams and charts</p> <p>I can find and copy synonyms for more complex vocabulary. - e.g. find and copy a word that means the same as a smell (aroma)</p> <p>I can find 2 or 3 simple points from the text to answer the question - what 3 things did the merchants sell?</p>	<p>I can make simple reasonable predictions.</p> <p>I can explain why an author chose a particular word - creeping shows he was tiptoeing and trying to be quiet.</p> <p>I can make simple inferences based on what is being said or done.</p> <p>I can give a paragraph a title - summarising.</p> <p>I can make simple inferences about thoughts and feelings of characters and reasons for their actions - how did the baker feel when he heard this?</p> <p>I can empathise with a character - how do you think he/she feels?</p> <p>I can justify predictions with evidence from the text - why do you think that?</p> <p>I can identify a moral to a story.</p> <p>I can justify inferences with evidence from the text - how do you know he felt like this? (He narrowed his eyes or he glared)</p>

Year 4 Writing Objectives

[Pie Corbett Genre Progression](#)

Spelling	Composition & Effect	Grammar & Punctuation	Handwriting	Structure	Purpose
<p>I can spell the next 22 sets of homophones/near homophones (e.g. accept/except) See National Curriculum Appendix 1: Spelling for the complete list</p> <p>I can spell some of the year 3&4 spelling list</p>	<p>I can modify nouns by one or more precise adjectives - a loud wailing sound</p>	<p>I can use a range of subordinating conjunctions to show time, result and addition of ideas, e.g. when, if, because, furthermore</p> <p>I can write in complex sentences using a main clause and a subordinate clause - 'After playing football, we went to get ice- cream' and 'We went to get ice- cream after playing football.'</p>		<p>I can group similar information together in paragraphs in nonfiction writing</p> <p>I can use paragraphing in narrative for a new location in a story</p>	
<p>I can use the prefixes il-, anti-, auto-, un-, in-, mis-, dis-, ir-, super-, sub-,</p> <p>I can use the suffixes - ly, -ation, -ous, -sion, - sure. c sound spelt -que and the g sound spelt -gue s sound spelt sc ay sound spelt ei, eigh, ey</p> <p>I can spell all of the words on the Year 3&4 word list</p>	<p>I can choose words and phrases that both engage the reader and support the purpose - these may still be 'well-known' to the writer from other text examples, or class lists, etc</p> <p>I can include details to add interest, to persuade ('obviously') or to direct (imperative verbs)</p> <p>My writing suggests insights into character development through describing how characters look react, talk or behave, rather than by telling the reader</p> <p>I can proof read to make my writing more effective.</p>	<p>I can use fronted adverbials, punctuated correctly (eg. Later that day,...)</p> <p>I can use and punctuate direct speech correctly - I asked my mother, "What is for dinner?"</p> <p>I can write in standard English forms for verb inflections (e.g. we were instead of we was)</p> <p>I can use a range of conjunctions to indicate a contrast e.g. however, although, contrary to etc.</p> <p>I can use the possessive apostrophe correctly in all situations</p>	<p>See Penpals for Handwriting Progression Penpals_Scope_and_Sequence.pdf (cambridge.org)</p> <p>I can use the diagonal and horizontal strokes that are needed to join letters and I understand which letters, when adjacent to one another, are best left unjoined</p>	<p>In narrative, I can use paragraphs for a change in action, setting and time</p> <p>In non-fiction, I can write a clear introduction, followed by logical points drawing to a defined conclusion</p> <p>My paragraphs have relevant openings - Meanwhile, In conclusion, I am writing to you</p>	<p>I can use some of the 'Tricks of the Trade' for a given style to ensure that the style of writing is evident I can consider the needs of the reader and provide background information in my writing</p>

Year 4 Grammar Objectives

I can identify and explain different types of determiners e.g. general (a, an, the), quantifying (many, some, two).
I can identify and explain possessive pronouns.

I can identify coordinating and subordinating conjunctions.

Latin:
Recap nouns, adjectives, verbs and adverbs (Ch 4-7)

Year 4 Speaking and Listening Objectives

Speaking (Skills Builder Step 4)

I understand why language changes in different settings.
I explain the difference between formal, informal and technical language.
I judge what language is appropriate in different settings.

Listening (Skills Builder Step 4)

I can sustain concentration when listening over a longer period.
I identify key words and information from extended talks.
I record information in a way that makes it accessible again in the future.

Debating (Year 3 and 4)

I make relevant comments or ask questions in a discussion or a debate.
I seek clarification by actively seeking to understand others' points of view.
I respectfully challenge opinions or points, offering an alternative.

Year 4 Reading Objectives

Decoding & Fluency

I know the meanings of prefixes and suffixes to help understanding unfamiliar words - e.g. cian = job; un, dis, mis = negative
In age appropriate books,

I can use the context of the sentence to help me to read unfamiliar words
I can use punctuation (.,?!,") and new paragraphs to read fluently.

Vocabulary

I can begin to use dictionaries to find words.

Retrieval

I can find 2 or 3 simple points from the text to answer the question - what 3 things did the merchants sell?

Inference

I can give a paragraph a title - summarising.

I can empathise with a character - how do you think he/she feels?

I can recognise and understand an even greater variety of suffixes and prefixes (see Y4 spelling programme) e.g. sub = under

I can read most of the words from the Year 3 / 4 spelling list in the books I am reading.

I can pick a synonym for an age appropriate word - does applauding mean clapping, singing or helping?

In age appropriate books, I can use the context of the sentence to help me to understand unfamiliar words.

I can begin to locate information using skimming, scanning and text marking
I can identify features of different fiction genres

I can skim and scan to find answers to questions from increasingly large and complex texts.

After careful modelling, I can begin to summarise the main points of a paragraph - This paragraph has shown me the forest is dangerous

I can pull together clues from action, dialogue AND description to infer meaning

<p>I can choose a strategy to decode increasingly complicated words e.g finding root word, chunking.</p> <p>I can prepare poems or play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p>	<p>I can use dictionaries to check meanings of words and identify meaning from options, based on the context of the sentence</p>	<p>Using my knowledge of the text, I can answer true or false questions.</p> <p>I can find and copy words/phrases to explain how I know something from the text - how do you know scientists were spread out? (Dotted).</p> <p>I can distinguish between statements of fact and opinion</p>	<p>I can explain what a character is thinking</p> <p>I can make predictions with evidence from the text and with knowledge of wider reading</p> <p>I can use my inference to identify the most appropriate synonym for a word by understanding the context - milling = moving</p> <p>In age appropriate books, I can explain what I have learnt about a character - she is determined, or she is brave or he is nervous.</p> <p>I can use evidence to back up my inferences.</p>
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Year 5 Writing Objectives

[Pie Corbett Genre Progression](#)

Spelling	Composition and Effect	Grammar and Punctuation	Handwriting	Structure	Purpose
<p>I can spell all of the words on the Year 3&4 word list</p>	<p>I can proofread to make my writing more effective.</p>	<p>I can use fronted adverbials, punctuated correctly (eg. Later that day,...)</p> <p>I can use and punctuate direct speech correctly - I asked my mother, "What is for dinner?"</p> <p>I can write in standard English forms for verb inflections (e.g. we were instead of we was)</p> <p>I can use a range of conjunctions to indicate a contrast e.g. however, although, contrary to etc.</p> <p>I can use the possessive apostrophe correctly in all situations</p>	<p>I can use the diagonal and horizontal strokes that are needed to join letters and I understand which letters, when adjacent to one another, are best left unjoined</p>		

<p>I can spell words with the endings -cious and - tious</p> <p>Words ending in shul spelt -cial or -tial</p> <p>Words ending in -ent, -ence, -ant, -ance, -ancy, ible, able, ibly, ably ee sound spelt ei letter-string ough</p> <p>Silent letters t and b.</p> <p>I can spell words with silent letters</p> <p>I can spell some of the Year 5&6 spelling list</p> <p>I know and use the 'I before E' rule</p>	<p>I can choose words for deliberate effect - stationary rather than stopped</p> <p>My vocabulary choices are more thoughtful - using a thesaurus to extend range of words used</p> <p>I can use 'show/not tell' to develop character.</p> <p>In my writing, characterisation is evident, through direct and reported speech</p> <p>In my writing, the setting is used to create mood</p>	<p>I can proofread for spelling, grammatical and punctuation errors</p> <p>I can use brackets, dashes or commas to indicate parenthesis</p> <p>I can use commas to clarify meaning and avoid ambiguity.</p> <p>I can indicate degrees of possibility using adverbs and/or modal verbs (eg. Surely, we must do more to protect...)</p> <p>I can use relative clauses beginning with: who, which, where, when, whose and that</p> <p>I can use a range of coordinating and subordinating conjunctions in my writing - meanwhile, furthermore, contrary to, consequently</p>	<p>See Penpals for Handwriting Progression Penpals Scope and Sequence.pdf (cambridge.org)</p> <p>I can maintain legibility in joined handwriting when writing at speed</p>	<p>My paragraph structure is controlled to shape a story, e.g. 5 paragraph structure involving a build-up, conflict and resolution</p> <p>I can use shifts in time and place to shape a story and guide the reader through the text (eg. by introducing a new section to draw attention to the main event)</p> <p>I can structure non-fiction writing, including an introduction, point development and conclusion.</p>	<p>I can write in a given style successfully if they refer to the 'Tricks of the trade'</p> <p>I can address the reader</p>
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Year 5 Grammar Objectives

<p>I can identify and explain the simple, perfect and progressive past tense (I played, I had played, I was playing).</p> <p>I can identify and explain modal verbs e.g. might, should, could, will, must</p> <p>I can identify a relative pronoun e.g. who, which, that</p>	<p>Latin: Recap imperative verbs, adverbs, prepositions and conjunctions (Ch 8 - 10)</p>
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Year 5 Speaking and Listening Objectives

Speaking (Skills Builder Step 5)	Listening (Skills Builder Step 5)	Debating (Year 5 and 6)
<p>I know what tone is and what is appropriate in different settings.</p> <p>I know what expression is and what is appropriate in different settings.</p>	<p>I actively listen for a sustained period</p> <p>I maintain an appropriate level of eye contact with a speaker.</p>	<p>I can negotiate and compromise by offering alternatives.</p> <p>I can debate, using relevant details to support points.</p>

I know what gesture is and what is appropriate in different settings.	I show that I am listening through my body language.	<p>I can offer alternative explanations when others don't understand.</p> <p>I can add humour to a discussion or debate where appropriate.</p>
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Year 5 Reading Objectives

Decoding and Fluency	Vocabulary	Retrieval	Inference
<p>I can choose a strategy to decode increasingly complicated words e.g finding root word, chunking.</p> <p>I can read fluently while responding to more sophisticated punctuation -?!",,:;</p>	<p>I can pick a synonym for an age appropriate word - does applauding mean clapping, singing or helping? In age appropriate books, I can use the context of the sentence to help me to understand unfamiliar words</p>	<p>I can begin to locate information using skimming, scanning and text marking</p> <p>I can find and copy words/phrases to explain how I know something from the text - how do you know scientists were spread out? (Dotted).</p>	<p>After careful modelling, I can begin to summarise the main points of a paragraph - This paragraph has shown me the forest is dangerous</p> <p>I can explain what a character is thinking.</p> <p>I can pull together clues from action, dialogue AND description to infer meaning</p> <p>I can use evidence to back up my inferences.</p>
<p>Most of the time, I can read with fluency. I can work out the pronunciation of homophones, using the context of the sentence.</p> <p>I can read out loud with expression, understanding how to use a range of punctuation (.?! Colons to begin a list: and commas to mark clauses - italics, bold)</p> <p>I can read many of the words from the year 5 and 6 spelling list.</p>	<p>I can use synonyms to explain more complex words - dangled = held</p> <p>I can find out the meaning of increasingly complex words, using context, dictionaries and thesauruses.</p>	<p>I can skim and scan to find answers within a whole chapter.</p> <p>I can show understanding of text and find two points to show this - 2 things to think about when designing carnival costumes.</p> <p>I can discuss complex narrative plots</p> <p>I can find and copy words to show a more complex understanding of the text - how do you know Laura felt responsible for the turtle? She had 'lain awake all night'.</p> <p>I can find examples to back up a 'how do you know question = 'how do you know the forest is dangerous? Because she has to</p>	<p>I can summarise the main ideas drawn from more than one paragraph</p> <p>I can discuss moods, feelings and attitudes using inference.</p> <p>I can draw information from different parts of the text to infer meaning using evidence to back up my points.</p> <p>I can understand nuances of language choice to infer meaning - what do the words exotic snake suggest?</p> <p>I can begin to explain my answer fully - by giving 2 points with evidence for both.</p> <p>I can recognise different points of view - the characters' and the author's.</p> <p>I can draw on an increasingly wide range of experiences and knowledge to make</p>

'step over snakes sleeping in the sun' and she heard a 'tiger's mighty roar'

inferences - why would she think the turtle had to go back into the sea?

I can use inference to understand poetry.

In age appropriate books, I can explain what I have learnt about a character - she is determined, or she is brave or he is nervous.

Year 6 Writing Objectives

[Pie Corbett Genre Progression](#)

Spelling	Composition & Effect	Grammar & Punctuation	Handwriting	Structure	Purpose
<p>I can spell some of the Year 5&6 spelling list</p> <p>I can spell words with the endings - ible and -able</p> <p>spellings ei and ie letter-string oug</p> <p>Silent letters (silent k, g, l, n)</p> <p>I can spell words with the endings - ance and -ence</p> <p>I can spell words with the endings -cial and -tial</p> <p>I can spell all of the Year 5&6 word list</p>	<p>My vocabulary choices are more thoughtful - using a thesaurus to extend range of words used.</p> <p>I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words</p> <p>I can edit the vocabulary in my work to improve the effectiveness.</p> <p>I can use the setting and weather as a 'sympathetic background' to the character's situation - e.g. thunderstorm for the dangerous parts with the sun coming out when all is well</p> <p>I can use a range of sentence openers.</p>	<p>I can proof read for spelling, grammatical and punctuation errors</p> <p>I can use commas to clarify meaning and avoid ambiguity</p> <p>I can indicate degrees of possibility using adverbs and/or modal verbs (eg. Surely, we must do more to protect...)</p> <p>I can use relative clauses beginning with: who, which, where, when, whose and that</p> <p>I can use a range of coordinating and subordinating conjunctions in my writing- meanwhile, furthermore, contrary to, consequently</p> <p>I can use brackets, dashes or commas to indicate parenthesis</p> <p>I can use a colon to introduce a list and use semicolons within lists</p>	<p>See Penpals for Handwriting Progression Penpals Scope and Sequence.pdf (cambridge.org)</p> <p>I can maintain legibility in joined handwriting when writing at speed</p> <p>I can choose the writing implement that is best suited for a task</p>	<p>My paragraph structure is controlled to shape a story, e.g. 5 paragraph structure involving a build-up, conflict and resolution</p> <p>I can structure non-fiction writing, including an introduction, point development and conclusion.</p> <p>I can distinguish between the language of speech and writing and choose the appropriate register.</p> <p>I can write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (eg. first person in diary; direct address in instructions and persuasive writing)</p> <p>I can exercise an assured and conscious control over levels of formality</p>	<p>I can write in a given style successfully if they refer to the 'Tricks of the trade'</p> <p>In non-fiction writing, my paragraphs will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more sentences, the use of examples and conjunctions to guide the reader</p> <p>I can make links between paragraphs in non-fiction writing - 'As mentioned previously'</p> <p>In narrative, I can use references to the start of the story to signal a change at the end of the story</p>

can use semicolons, colons or dashes to mark boundaries between independent clauses

I can use passive voice to affect the presentation of information in a sentence

I can recognise and use some vocabulary and structures that are appropriate for formal speech and writing

Year 6 Grammar Objectives

I am confident to explain the simple, perfect and progressive tenses.
I can identify the subjunctive form e.g. If I were.
I can identify and explain the active and passive voice in writing.

Latin:
Recap subject/object and word types (Ch 9-10)

Year 6 Speaking and Listening Objectives

Speaking (Skills Builder Step 6)

I understand the value of using facts and statistics when speaking.

I support the ideas I share with appropriate facts and examples.

I know how to structure an opinion or argument.

Listening (Skills Builder Step 6)

I follow the thread of a discussion to make appropriate contributions.

I understand the difference between closed and open questions.

I identify how I can expand my understanding of what is said.

Debating (Year 5 and 6)

I can negotiate and compromise by offering alternatives.

I can debate, using relevant details to support points.

I can offer alternative explanations when others don't understand.

I can add humour to a discussion or debate where appropriate.

Year 6 Reading Objectives

Decoding and Fluency

Most of the time, I can read with fluency.

Vocabulary

I can use synonyms to explain more complex words - dangled = held

Retrieval

I can skim and scan to find answers within a whole chapter.

Inference

I can summarise the main ideas drawn from more than one paragraph

	<p>I can find out the meaning of increasingly complex words, using context, dictionaries and thesauruses.</p>	<p>I can find and copy words to show a more complex understanding of the text - how do you know Laura felt responsible for the turtle? She had 'lain awake all night'.</p> <p>I can find examples to back up a 'how do you know question = 'how do you know the forest is dangerous? Because she has to 'step over snakes sleeping in the sun' and she heard a 'tiger's mighty roar'</p>	<p>I can discuss moods, feelings and attitudes using inference.</p> <p>I can understand nuances of language choice to infer meaning - what do the words exotic snake suggest?</p> <p>In age appropriate books, I can explain what I have learnt about a character - she is determined, or she is brave or he is nervous.</p> <p>I can begin to explain my answer fully - by giving 2 points with evidence for both.</p> <p>I can use inference to understand poetry.</p>
<p>I can read out loud with expression using all punctuation and appropriate dialects.</p> <p>I can read and explain different features of language such as abbreviations, colloquialisms and specialist vocabulary.</p> <p>I can use connectives as signposts to indicate a change of tone.</p>	<p>I can demonstrate an understanding of meaning of vocabulary in context - using multi- meaning vocabulary and complex synonyms e.g. rival = competing</p>	<p>I am extremely confident at skimming and scanning to find answers.</p> <p>I can find 3 things to describe a place, person - 3 things you were told about the oak tree Using an overall understanding of a nuanced text, I can answer true or false questions.</p> <p>I can recognise texts that contain features of more than one text type (e.g. persuasive letter)</p> <p>I can prepare for factual research, considering what is known already</p>	<p>I can summarise or order the main points using paraphrasing.</p> <p>I can identify and comment on explicit and implicit points of view</p> <p>can use PEEL (Point, Explain, Example, Link) to support predictions and inferences</p> <p>I can use detailed knowledge of text types to make reasoned predictions I can explain a prediction or inference fully - using 2 points and an example for each.</p> <p>I can explain what impression language choices make on me - glassy surface (calm and transparent)</p> <p>I can find examples of inferred characterisation - How do you know she is stubborn? She argued with her grandmother and defied her.</p>