

Key Writing Objectives	Year 1	Year 2
	Pupils will: Spell words containing each of the 40+ phonemes taught Spell common exception words Spell the days of the week Name the letters of the alphabet in order Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Using –ing, –ed, –er and –est where no change is needed in the spelling of root words Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters 10 Form digits 0-9 Composing a sentence orally before writing it Sequencing sentences to form short narratives Read their writing aloud clearly enough to be heard by their peers and the teacher. Leaving spaces between words Joining words and joining clauses using "and"	Pupils will: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Writing for different purposes Read aloud what they have written with appropriate intonation to make the meaning clear Expanded noun phrases to describe and specify Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes.
	Year 3/4	Year 5/6
	Pupils will: Spell words that are often misspelt (Appendix 1) Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (headings & subheadings) Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause (and place) Using fronted adverbials Difference between plural and possessive -s Standard English verb inflections (I did vs. I done) Extended noun phrases, including with prepositions Using and punctuating direct speech (including punctuation within and surrounding inverted commas)	Pupils will: Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use dictionaries to check the spelling and meaning of words Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational/presentational devices to structure text and to guide the reader Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Use a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Converting nouns or adjectives into verbs Devices to build cohesion, including adverbials of time, place and number Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Differences in informal and formal language Further cohesive devices such as grammatical connections and adverbials Use of ellipsis Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis Using hyphens to avoid ambiguity

Key Reading Objectives

	Year 1	Year 2
	Pupils will: Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPCs Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.) Read multi-syllable words containing taught GPCs Read contractions and understanding use of apostrophe Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Explain clearly their understanding of what is read to them	Pupils will: Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multi-syllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Recognising simple recurring literary language in stories and poetry Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing the sequence of events in books and how items of information are related Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
	Year 3/4	Year 5/6
	Pupils will: Apply their growing knowledge of root words, prefixes and suffixes to read aloud Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Retelling some of these (fairy tales, traditional tales, etc.) orally Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry Using dictionaries to check the meaning of words that they have read Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Identifying main ideas drawn from more than one paragraph and summarising these Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence Discussing words and phrases that capture the reader's interest and imagination Identifying how language contributes to meaning Identifying how structure and presentation contribute to meaning Retrieve and record information from non-fiction	Pupils will: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words Making comparisons within and across books Modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Predicting what might happen from details stated and implied Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, Including through formal presentations and debates, Provide reasoned justifications for their views