



## National Curriculum Objectives – English

### Year 1 Reading – Key Objectives

Speedily read all 40+ letters/groups for 40+ phonemes

Read accurately by blending taught GPC

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

Recognise and joining in with predictable phrases

Begin to appreciate rhymes and poems, and to recite some by heart

Draw on what they already know or on background information and vocabulary provided by the teacher

Check that the text makes sense to them as they read and correcting 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

Explain clearly their understanding of what is read to them



## National Curriculum Objectives – English

### Year 1 Writing – Key Objectives

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

Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

Use –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

Form digits 0-9

Compose a sentence orally before writing it

Sequence sentences to form short narratives

Read their writing aloud clearly enough to be heard by their peers and the teacher.

Leave spaces between words

Join words and join clauses using "and"



## National Curriculum Objectives – English

### Year 2 Reading – Key Objectives

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

Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction

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

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 on 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 that they listen to and those that they read for themselves



## National Curriculum Objectives – English

### Year 2 Writing – Key Objectives

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

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, and commas



## National Curriculum Objectives – English

### Year 3 Reading – Key Objectives

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

Retell some of these (fairy tales, traditional tales, etc.) orally

Identify themes and conventions in a wide range of books

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Recognise some different forms of poetry

Use dictionaries to check the meaning of words that they have read

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Identify main ideas drawn from more than one paragraph and summarising these

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions

Justify inferences with evidence

Discuss words and phrases that capture the reader's interest and imagination

Identify how language contributes to meaning

Identify how structure and presentation contribute to meaning

Retrieve and record information from non-fiction



## National Curriculum Objectives – English

### Year 3 Writing – Key Objectives

spell words that are often misspelt

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

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

In narratives, create settings, characters and plot

In non-narrative material, use simple organisational devices (headings & subheadings)

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 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.

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

Difference between plural and possessive -s

Standard English verb inflections (I did vs. I done)

Use inverted commas to punctuate direct speech.



## National Curriculum Objectives – English

### Year 4 Reading – Key Objectives

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

Retell some of these (fairy tales, traditional tales, etc.) orally

Identify themes and conventions in a wide range of books

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Recognise some different forms of poetry

Use dictionaries to check the meaning of words that they have read

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Identify main ideas drawn from more than one paragraph and summarising these

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions

Justify inferences with evidence

Discuss words and phrases that capture the reader's interest and imagination

Identify how language contributes to meaning

Identify how structure and presentation contribute to meaning

Retrieve and record information from non-fiction



## National Curriculum Objectives – English

### Year 4 Writing – Key objectives

Spell words that are often misspelt

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

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

In narratives, creating settings, characters and plot

In non-narrative material, using simple organisational devices (headings & subheadings)

Propose 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.

Extend 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

Difference between plural and possessive -s

Standard English verb inflections (I did vs. I done)

Use inverted commas to punctuate direct speech.

Use and punctuate direct speech. Place the possessive apostrophe accurately in words

Compose and rehearsing sentences orally (including dialogue).

Organise paragraphs around a theme

Use conjunctions, adverbs and prepositions to express time and cause (and place)



## National Curriculum Objectives – English

Use fronted adverbials

Extended noun phrases, including with prepositions



## National Curriculum Objectives – English

### Year 5 Reading – Key Objectives

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

Make comparisons within and across books

Have an understanding of modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Identify and discussing themes and conventions in and across a wide range of reading.

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Ask questions to improve their understanding

Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

Predict what might happen from details stated and implied

Identify how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Recommend 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.

Share views through formal presentations and debates

Provide reasoned justifications for their views



## National Curriculum Objectives – English

### Year 5 Writing – Key objectives

Spell some words with 'silent' letters

Continue to distinguish between homophones and other words.

Use dictionaries to check the spelling and meaning of words

Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action

Précising longer passages

Use a wide range of devices to build cohesion within and across paragraphs

Use further organisational and presentational devices to structure text.

Ensure the consistent and correct use of tense throughout a piece of writing

Ensure correct subject and verb agreement when using singular and plural.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Use a thesaurus

Use expanded noun phrases to convey complicated information concisely

Use relative clauses beginning with who, which, where, when, whose, etc

Use devices to build cohesion, including adverbials of time, place and number

Recognise vocabulary and structures that are appropriate for formal speech.

Recognise differences in informal and formal language

Use further cohesive devices such as grammatical connections and adverbials

Use of ellipsis



## National Curriculum Objectives – English

Use commas to clarify meaning or avoid ambiguity in writing

Use a colon to introduce a list

Punctuate bullet points consistently

### Year 6 Reading – Key Objectives

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

Make comparisons within and across books

Have an understanding of modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Identify and discussing themes and conventions in and across a wide range of reading.

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Ask questions to improve their understanding

Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

Predict what might happen from details stated and implied

Identify how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Recommend 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.

Share views through formal presentations and debates



## National Curriculum Objectives – English

Provide reasoned justifications for their views



## National Curriculum Objectives – English

### Year 6 Writing – Key objectives

Spell some words with 'silent' letters

Continue to distinguish between homophones and other words.

Use dictionaries to check the spelling and meaning of words

Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action

Précising longer passages

Use a wide range of devices to build cohesion within and across paragraphs

Use further organisational and presentational devices to structure text.

Ensure the consistent and correct use of tense throughout a piece of writing

Ensure correct subject and verb agreement when using singular and plural.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Use a thesaurus

Use expanded noun phrases to convey complicated information concisely

Use relative clauses beginning with who, which, where, when, whose, etc

Use devices to build cohesion, including adverbials of time, place and number

Recognise vocabulary and structures that are appropriate for formal speech.

Recognise differences in informal and formal language

Use further cohesive devices such as grammatical connections and adverbials

Use of ellipsis



## National Curriculum Objectives – English

Use commas to clarify meaning or avoid ambiguity in writing

Use a colon to introduce a list

Punctuate bullet points consistently