

Key Objectives Subject Area : WORD level work

Yr Gr	Expected Levels	<u>Key Objectives</u>
1	1	<ul style="list-style-type: none"> • Spell CVC words, e.g. hop, leg, red. • Attempt to spell unfamiliar words using a phonemic strategy , ie. initial sounds • Read all the words from the high frequency list, • Spell words with adjacent consonants, e.g. <i>drift</i>. • Attempt to spell unfamiliar words using a phonemic strategy (including analogy) and graphic knowledge • Know main spelling choices for each vowel phoneme, • Spell some of the words from high frequency list.
2	2	<ul style="list-style-type: none"> • Spell two-syllable words, e.g. <i>sometimes</i>, including some words with prefixes and suffixes. • Spell the ends of regular past tense verbs with <i>ed</i>. • Spell all the words in the high frequency list.
3	2/3	<ul style="list-style-type: none"> • Attempt to spell unfamiliar words using known conventions and rules and a range of strategies including phonemic, morphemic and etymological. • Spell words containing common prefixes and suffixes, e.g. <i>un-, dis-, -ly, -ful.</i>, • Spell inflected forms of words containing short vowel, doubling the final consonant where necessary, e.g. <i>win – winning, beg – begged.</i> • Alphabetical order – using dictionary, thesaurus and table of contents to find information
4	3	<ul style="list-style-type: none"> • Attempt to spell unfamiliar words using known conventions and rules, and a range of strategies including phonemic, morphemic and etymological. • Spell some of the words in the medium frequency list • Distinguish the spelling of common homophones, e.g. <i>hear</i> and <i>here</i>, • Use the dictionary to check spelling of words. • Use the apostrophe for omission, <i>can't</i>
5	3/4	<ul style="list-style-type: none"> • Spell words containing more complex prefixes and suffixes, e.g. <i>circum-, ir-, im-, -tion, -cian.</i> • Have strategies for spelling unstressed vowels in polysyllabic words, e.g. <i>etymological, mnemonic.</i> • Spell inflected forms of words containing short vowels and split digraphs, e.g. <i>hop</i> and <i>hope</i>, doubling the final consonant where necessary, e.g. <i>hopping</i>, or replacing the final 'e', e.g. <i>hoping</i>. • Use the apostrophe accurately for words ending in 's', e.g. <i>Dad's shoes; Their dads' tickets were invalid</i> (possession); <i>'Dad's in the bath'</i> (contraction); <i>Their dads were all going to the match</i> (plural).
6	4	<ul style="list-style-type: none"> • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivation of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features.

SENTENCE level work

Yr Gr	Expected Levels	<u>Key Objectives</u>
1	1	<ul style="list-style-type: none"> • Begin to use words appropriate to different text forms, e.g. story, report or simple instructions. • Write simple sentences independently. • Write questions and statements appropriately. • Use capital letters and full stops when punctuating a single simple sentence. • Begin to use question marks.
2	2	<ul style="list-style-type: none"> • Consider and select from alternative word choices. • Give detail to engage reader. • Write simple sentences (using some prepositions). • Begin to use conjunctions to write compound sentences. • Use sentences from texts as models for writing. • Punctuate some sentences in the course of writing, using capital letters, full stops and question marks. • Begin to use commas in lists.
3	2/3	<ul style="list-style-type: none"> • Use interesting vocabulary; vary use of adjectives and verbs for impact. • Select nouns to be specific, e.g. <i>poodle</i> rather than <i>dog</i>. • Use terminology appropriate to text type. • Write simple and compound sentences. • Begin to use some subordinators, e.g. <i>if, so, while, though, since</i>. • Vary openings of sentence to avoid repetition. • Demarcate sentence in the course of writing, using full stops, capital letters, question and exclamation marks, usually accurately. • Begin to use speech marks and capital letters for a range of purposes. • Secure the use of commas in a list.
4	3	<ul style="list-style-type: none"> • Use adjectives and adverbs selectively to create variety and add interest. • Use powerful verbs to show character or add impact. • Use language precisely and selectively in relation to text types, for instance to persuade or convey information. • Write simple and compound sentences and begin to use relative clauses. • Vary sentences showing characteristics of chosen form, adding phrases to enhance meaning. • Demarcate at least half of a written composition correctly, using the Y3 range of punctuation marks. • Begin to use the apostrophe for possession. • Use commas to separate phrases and clauses within sentences. • Use punctuation effectively in a range of text types.
5	3/4	<ul style="list-style-type: none"> • Use well-chosen phrases and vocabulary to engage the reader. • Use appropriate grammatical features for different text types. • Write complex sentences, selecting and using a wide range of subordinators. • Adapt or rearrange sentences in relation to text types, using subordinate clauses to add information, to give reasons and to explain. • Select appropriate word order in sentences to create interest and to increase precision, clarity and economy. • Write using direct and reported speech. • Demarcate at least three out of four sentence correctly using the Y4 range of punctuation marks. • Use punctuation to create effects, e.g. slowing the pace of a sentence. • Make more use of commas to separate items in a list, clauses and phrases. • Use speech marks, with new lines for speaker and correct punctuation. • Secure apostrophe for omission and possession.

6	4	<ul style="list-style-type: none"> • Use well-chosen phrases such as adverbials, adventurous and precise vocabulary and other techniques such as sentence variation or figurative language, to contribute to the effectiveness of writing. • Secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects. • Write sentences in an appropriate and effective style, in relation to text type, audience and purpose. • Use conditional sentences and the passive voice. • Demarcate most sentences correctly with Y5 range of punctuation marks. Secure the use of the comma to demarcate grammatical boundaries and to separate elements of a sentence, such as short phrases, clauses or items in a list. • Begin to make use of other punctuation marks such as the semicolon.
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TEXT level work

Yr Gr	Expected Levels	<u>Key Objectives</u>
1	1	<ul style="list-style-type: none"> • Write a recount or narrative. Begin to break u the series of events with connectives other than <i>and</i>. • Build on YR – write to communicate meaning – simple recounts, stories that can be re-read, with basic beginning, middle and ending. • Write simple instructions in correct order. • Label information appropriately. • Use language and structures from reading when writing. • Assemble information and ideas from own experience as a basis for writing, as well as generating questions prior to reading/ writing. • Begin to rehearse sentences before writing and re-read during and after writing.
2	2	<ul style="list-style-type: none"> • Write a recount or narrative in sentences using connectives that signal time, e.g. <i>then, after, before, meanwhile</i>. • Begin to show some consistency in use of 1st or 3rd person and tense. • Apply knowledge of story elements such as setting, dialogue, characterisation, story language and structures, so that own writing begins to ‘sound like a story’, with some consistency of genre and tense. Give sufficient detail to engage reader’s interest. • Begin to show some characteristics of chosen form, e.g. write non-chronological reports, based on structure of known texts, incorporating appropriate language to sequence and categorise ideas. • Write initial jottings, notes and ideas before writing. • Rehearse sentences, and adapt and re-read during writing to identify where improvements might be made and to spot errors.
3	2/3	<ul style="list-style-type: none"> • Use 1st or 3rd person and tense consistently. • Use a range of connectives that signal time. • Vary story openings to create effects, such as building tension and suspense, creating moods, establishing character and scene setting. • Begin to address reader, for instance by using questions in non-fiction. • Write narrative with a build-up and with complication that leads towards a defined ending, using a paragraph for each. • In non-fiction, begin using basic structure, e.g. introductory and concluding statements in non-chronological reports. • Sequence sentence to extend ideas logically. • Use language and structures from different text types for own writing. • Generate and collect suitable words and phrases before writing. • Use different planning formats, e.g. charting, mapping, flow charts, simple storyboards. • Make and use notes. • Identify and consider audience and how this affects writing. • Mentally rehearse writing, and cumulatively re-read, making adaptations and corrections. • Be able to improve own writing and correct errors. • Use IT to polish and present.

4	3	<ul style="list-style-type: none"> • Maintain consistent person and tense. • Use main features of story structure to organise events, varying opening, build-ups, conflicts and endings. • Use setting and characterisation to engage reader's interest, such as using the weather to create atmosphere. • In non-fiction, use basic features of text types, such as introductory statements, followed by clear points leading to a conclusion. • Use paragraphs to structure narrative, for instance isolating an initiating event or introduction. Use appropriate layout conventions for non-fiction. • Show imagination through use of detail (e.g. to describe setting, build tension or show character's feelings or motives), creating interest, humour or suspense. • In non-fiction, attempt to interest, instruct, persuade or amuse the reader. • Use different ways to plan writing, e.g. notes, diagrams, etc. • Mentally rehearse writing and re-read as a matter of habit. • Edit in relation to audience and purpose, enhancing or deleting, justifying choices.
5	3/4	<ul style="list-style-type: none"> • Use a repertoire of causal and logical connectives as well as those that signal time, e.g. <i>however, therefore, next, meanwhile</i>. • Secure grammatical agreement and coherence to avoid ambiguities and contradiction. • Draw writing, both narrative and non-fiction forms, towards a defined conclusion. • Suggest insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader. • Use setting to create and reflect changes in mood. • In non-fiction, apply features of non-fiction types for use in other curriculum subjects, e.g. instructional texts for technology. • Use paragraphs to structure plot, by shifting paragraphs for change of time, scene, action, mood or person. • In non-fiction, elaborate the basic structures of text types in order to make writing more effective in relation to audience and purpose. • Interest the reader through, for instance, including the narrator's viewpoint, the use of humour, gaining suspense through delay, or by the use of specific detail. • Adapt writing to be concise and clear, and use an impersonal style. • Log ideas for writing in a journal. • Map text structures and lines of development. • Review and edit writing to produce final form, matched to the needs of an identified reader. • Refine own writing and evaluate work.
6	4	<ul style="list-style-type: none"> • Use pronouns and tenses accurately to establish textual cohesion and to avoid ambiguity. • Use a range of connecting words and phrases appropriately in different text types. • Write with appropriate pace. • In narrative, create characters with some significant interaction between them, through direct or reported speech, building characterisation through action, description and characters' responses. • In non-fiction structures, write appropriately, including relevant introduction and clear presentation of information or points which lead to a well-drawn conclusion, often relating the subject to the reader. • Use paragraphs to distinguish the structure of different texts. • Relate events logically so that writing is coherent and provides good coverage of the main topic. • Use the range of different types of connectives to write coherently. • Keep writing lively, to interest, inform or persuade the reader through, for example, the ways in which characters or events are developed and commented upon or by providing persuasive reasons with examples. • Plan quickly and effectively, including the conclusion. • Polish own poetry for performance. • Use IT to plan, revise and edit writing for publication. • Discuss and select appropriate style and form to suit specific purpose and audience, drawing on knowledge of different texts.

READING

Yr Gr	Expected Levels	<u>Key Objectives</u>
1	<i>1</i>	<ul style="list-style-type: none"> - Relate story settings and incidents to own experience - Identify and discuss the main events or key points in a text - Compare stories, identifying common themes, characters and contribute to discussions
2	<i>2</i>	<ul style="list-style-type: none"> - Identify key themes and discuss reasons for events in stories - Go beyond own experience or general impression and refer to the text to explain meaning - Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere
3	<i>2/3</i>	<ul style="list-style-type: none"> - Explore underlying themes and ideas, making clear reference to the texts - Discuss the actions of the main characters and justify views using evidence from the text - identify the main point and summarise orally the content of a passage of text
4	<i>3</i>	<ul style="list-style-type: none"> - Interpret the effect the choice of language has to create moods, build tension, etc. - Identify the use of expressive, descriptive and figurative language in prose and poetry and interpret the effect of the choice of language to create mood, build tension, etc. - Identify and discuss issues, locating evidence in the text - Respond critically to issues raised in stories, locate evidence in the text, explore alternative courses of action and evaluate the author's solution
5	<i>3/4</i>	<ul style="list-style-type: none"> - Recognise how a character is represented in different ways and respond with reference to the text - Infer meaning with reference to the text but also applying wider experience, e.g. why a character is behaving in a particular way - Understand the difference between literal and figurative language, e.g. by discussing the effects of imagery in poetry and prose - Infer meanings and critically evaluate text using a broad range of information and experience - Identify the point of view from which a story is told and respond to this, e.g. by retelling from a different point of view
6	<i>4</i>	<ul style="list-style-type: none"> - Comment on the success of texts and writers in evoking particular responses in the reader - Comment critically on the overall impact of poetry and prose with reference to a range of features, e.g. use of language, development of theme - Distinguish between implicit and explicit points of view - Analyse how messages, moods, feelings and attitudes are conveyed in poetry and prose using inference and deduction and making reference to the text

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1	<i>1</i>	<ul style="list-style-type: none"> - to describe incidents or tell stories from their own experience, in an audible voice - to retell stories, ordering events using story language - to interpret a text by reading aloud with some variety in pace and emphasis - to listen with sustained concentration - to listen and follow instructions accurately, asking for help and clarification if necessary - to listen to tapes or videos and express views about how a story or information has been presented
2	<i>2</i>	<ul style="list-style-type: none"> - to speak with clarity and use intonation when reading and reciting texts - to tell real and imagined stories using the conventions of familiar story language - to use language and gesture to support the use of models/diagrams/displays when explaining - to listen to others in class, ask relevant questions and follow instructions - to respond to presentations by describing characters, repeating some highlights and commenting constructively - to listen to a talk by an adult, remember some specific points and identify what they have learned
3	<i>2/3</i>	<ul style="list-style-type: none"> - to explain a process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively - to choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds - to sustain conversation, explaining or giving reasons for their views or choices - to follow up others' points and show whether they agree or disagree in a whole-class discussion - to identify the presentational features used to communicate the main points in a broadcast - to identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus
4	<i>3</i>	<ul style="list-style-type: none"> - to use and reflect on some ground rules for dialogue - to respond appropriately to the contributions of others in the light of alternative viewpoints - to tell stories using voice effectively - to compare the different contributions of music, words and images in short extracts from TV programmes - to listen to a speaker, make notes on the talk and use the notes to develop a role-play - to investigate how talk varies with age, familiarity, gender and purpose
5	<i>3/4</i>	<ul style="list-style-type: none"> - to tell a story using notes designed to cue techniques, such as repetition, recap and humour - to use and explore different question types - to present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language - to identify some aspects of talk which vary between formal and informal occasions - to identify different question types and evaluate impact on audience - to analyse the use of persuasive language
6	<i>4</i>	<ul style="list-style-type: none"> - to use a range of oral techniques to present persuasive argument - to participate in a whole-class debate using the conventions and language of debate, including standard English - to use techniques of dialogic talk to explore ideas, topics or issues - to analyse and evaluate how speakers present points effectively through use of language and gesture - to make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose - to listen for language variation in formal and informal contexts