

# EYFS Objectives

## Reading

30 to 50 Months

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40 to 60+ Months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

**Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.**

## Understanding

30 to 50 Months

- Understands use of objects (e.g. "What do we use to cut things?")
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

40 to 60+ Months

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Early Learning Goal

**Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.**

## Writing

30 to 50 Months

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

40 to 60+ Months

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

**Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.**

## Listening

30 to 50 Months

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

40 to 60+ Months

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

Early Learning Goal

**Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.**

## Year 1 Objectives

<p style="text-align: center;"><b>Reading: Word Recognition</b></p>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes for all phonemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words</li> <li>• Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings</li> <li>• Read other words of more than one syllable that contain GPCs</li> <li>• Read words with contractions</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p style="text-align: center;"><b>Writing: Punctuation and Grammar</b></p>	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>• How words can combine to make sentences</li> <li>• Joining words and joining sentences using and</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• Separation of words with spaces</li> <li>• Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Capital letters for names and the personal pronoun I</li> </ul>
<p style="text-align: center;"><b>Reading: Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Being encouraged to link what they read or hear read to their own experience</li> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognising and joining in with predictable phases</li> <li>• Learning to appreciate rhymes and poems and to recite some by heart</li> <li>• Discussing word meanings linking new meanings to those already known.</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Discussing the significance of the title and events</li> <li>• Making inference on the basis of what is being said and done</li> <li>• Predicting what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what is read to them taking turns and listening to what others say</li> <li>• Explain clearly the understanding of what is read to them</li> </ul>	<p style="text-align: center;"><b>Writing: Composition</b></p>	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Compose a sentence orally before writing</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>
<p style="text-align: center;"><b>Writing: Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Sit correctly at table, holding pencil comfortably and correctly</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0 – 9</li> <li>• Understand which letters belong to which handwriting families and practise these</li> </ul>	<p style="text-align: center;"><b>Writing: Spelling</b></p>	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already tonight</li> <li>• Spell common exception words</li> <li>• Spell days of the week</li> <li>• Name the letters of the alphabet</li> <li>• Add prefixes and suffixes: -s or –es Un- -ing, -ed, -er and –est</li> <li>• Write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far</li> </ul>

## Year 2 Objectives

<p><b>Reading: Word Recognition</b></p>	<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes.</li> <li>Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word.</li> <li>Read accurately words of two or more syllables that contain the taught GPCs.</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> <li>Read words containing common suffixes.</li> </ul>	<p><b>Writing: Punctuation and Grammar</b></p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, or but).</li> <li>Expanded noun phrases for description and specification</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> </ul> <p>Text Structure</p> <ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress</li> </ul> <p>Punctuation</p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Commas to separate items in a list.</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</li> </ul>
<p><b>Reading: Comprehension</b></p>	<ul style="list-style-type: none"> <li>Developing pleasure in reading, motivation to read, and understanding.</li> <li>Listening to discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Discussing the sequence of events in books and how items of information are related.</li> <li>Becoming increasingly familiar with a retelling a wider range of stories and poems.</li> <li>Discussing their favourite words and phrases.</li> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>Being introduced to non-fiction books that are structured in different ways.</li> <li>Discussing and clarifying the meaning of words, linking new meanings to know vocabulary.</li> <li>Understand both the books they can already read accurately and fluently and those they listen to.</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Checking that the text make sense to them as they read and correct inaccurate reading.</li> <li>Make inferences on the basis of what is said and done.</li> <li>Predicting what might happen on the basis of what has been read so far.</li> <li>Answering and asking questions.</li> <li>Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p><b>Writing: Composition</b></p>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences, about real events, poetry and for different purposes</li> <li>Plan or say out loud what they are going to write about.</li> <li>Write idea and/or key words including new vocabulary.</li> <li>Encapsulate what they want to say, sentence by sentence,</li> <li>Make additions, revision and corrections to their own writing by, evaluating their writing with the teacher or other pupils, re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>Proof read to check for errors in spelling, grammar and punctuation.</li> <li>Read aloud their writing with appropriate intonation to make the meaning clear.</li> </ul>
<p><b>Writing: Handwriting</b></p>	<ul style="list-style-type: none"> <li>From lower-case letters of the correct size relative to one another.</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left unjoined.</li> <li>Write capitals of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> <li>Write digits of the correct size and orientation.</li> </ul>	<p><b>Writing: Spelling</b></p>	<ul style="list-style-type: none"> <li>Spelt by segmenting words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> <li>Spell common exceptions</li> <li>Spell more words with contracted forms</li> <li>Distinguish between homophones and near homophones</li> <li>Add suffixes to spell longer words:- ment, -ness, -ful, -less and -ly</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far.</li> <li>Spell by learning the possessive apostrophe.</li> </ul>

## Year 3 Objectives

<p><b>Reading: Word Recognition</b></p>	<ul style="list-style-type: none"> <li>• Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> </ul>	<p><b>Writing: Punctuation and Grammar</b></p>	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>• Expressing time, place and course using conjunction, adverbs or prepositions</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and sub-headings to aid presentations</li> <li>• Use of the present perfect form of verbs instead of the simple past</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• Introduction to inverted commas to punctuation direct speech</li> </ul>
<p><b>Reading: Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying themes and conventions in a wider range of books</li> <li>• Recognising some different forms of poetry</li> <li>• Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action</li> <li>• Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</li> <li>• Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Ask questions to improve their understanding of the text</li> <li>• Identifying main ideas drawn from more than one paragraphs and summarise these</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say</li> </ul>	<p><b>Writing: Composition</b></p>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas</li> <li>• Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures.</li> <li>• Organise paragraphs around a theme</li> <li>• In narratives, create settings, characters and plot</li> <li>• In non-narrative material, use simple organisational devices such as headings and sub-headings</li> <li>• Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proof read for spelling and punctuate errors</li> <li>• Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
<p><b>Writing: Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<p><b>Writing: Spelling</b></p>	<ul style="list-style-type: none"> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt</li> <li>• Use the first two or three letters of a words to check its spelling in a dictionary</li> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> </ul>

## Year 4 Objectives

<p style="text-align: center;"><b>Reading: Word Recognition</b></p>	<ul style="list-style-type: none"> <li>• Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> </ul>	<p style="text-align: center;"><b>Writing: Punctuation and Grammar</b></p>	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</li> <li>• Fronted adverbials(e.g. <u>Later that day</u>, I heard bad news).</li> </ul> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas around a theme.</li> <li>• Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across sentences to aid cohesion and avoid repetition.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>• Use of inverted commas and other punctuation to indicate direct speech.</li> <li>• Apostrophes to mark plural possession.</li> <li>• Use of commas after fronted adverbials.</li> </ul>
<p style="text-align: center;"><b>Reading: Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying themes and conventions in a wider range of books</li> <li>• Recognising some different forms of poetry</li> <li>• Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action</li> <li>• Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</li> <li>• Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Ask questions to improve their understanding of the text</li> <li>• Identifying main ideas drawn from more than one paragraphs and summarise these</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non- fiction</li> <li>• Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say</li> </ul>	<p style="text-align: center;"><b>Writing: Composition</b></p>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas</li> <li>• Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures.</li> <li>• Organise paragraphs around a theme</li> <li>• In narratives, create settings, characters and plot</li> <li>• In non-narrative material, use simple organisational devices such as headings and sub-headings</li> <li>• Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proof read for spelling and punctuate errors</li> <li>• Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
<p style="text-align: center;"><b>Writing: Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch.w</li> </ul>	<p style="text-align: center;"><b>Writing: Spelling</b></p>	<ul style="list-style-type: none"> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt</li> <li>• Use the first two or three letters of a words to check its spelling in a dictionary</li> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> </ul>

## Year 5 Objectives

<b>Reading: Word Recognition</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> </ul>	<b>Writing: Punctuation and Grammar</b>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>Use of the passive voice to affect the presentation of information in a sentence.</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as I were or Were they come in some very formal writing and speech.</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses.</li> <li>Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</li> <li>Use of the colon to introduce a list and use of semi-colon within lists.</li> <li>Punctuation of bullet points to list information.</li> <li>How hyphens can be used to avoid ambiguity</li> </ul>
<b>Reading: Comprehension</b>	<ul style="list-style-type: none"> <li>Maintain [positive attitudes to reading and understanding of what they have read</li> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions.</li> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>Making comparisons within and across books.</li> <li>Learning a wider range of poetry by heart.</li> <li>Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Asking questions to improve their understanding</li> <li>Provide reasoned justifications for their views.</li> <li>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</li> <li>Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas.</li> <li>Identifying how language, structure and presentation contribute to meaning.</li> <li>Retrieve, record and present information from non-fiction</li> <li>Distinguish between statements of fact and opinion.</li> <li>Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> </ul>		<b>Writing: Composition</b>
<b>Writing: Handwriting</b>	<ul style="list-style-type: none"> <li>Write legibly, fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited for the task</li> </ul>	<b>Writing: Spelling</b>	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Use a thesaurus</li> <li>Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>Pell words with silent letters.</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> </ul>



## Year 6 Objectives

<b>Reading: Word Recognition</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> </ul>	<b>Writing: Punctuation and Grammar</b>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>Use of the passive voice to affect the presentation of information in a sentence.</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as I were or Were they come in some very formal writing and speech.</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses.</li> <li>Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</li> <li>Use of the colon to introduce a list and use of semi-colon within lists.</li> <li>Punctuation of bullet points to list information.</li> <li>How hyphens can be used to avoid ambiguity</li> </ul>
<b>Reading: Comprehension</b>	<ul style="list-style-type: none"> <li>Maintain [positive attitudes to reading and understanding of what they have read</li> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions.</li> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>Making comparisons within and across books.</li> <li>Learning a wider range of poetry by heart.</li> <li>Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Asking questions to improve their understanding</li> <li>Provide reasoned justifications for their views.</li> <li>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</li> <li>Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas.</li> <li>Identifying how language, structure and presentation contribute to meaning.</li> <li>Retrieve, record and present information from non-fiction</li> <li>Distinguish between statements of fact and opinion.</li> <li>Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> </ul>		<b>Writing: Composition</b>
<b>Writing: Handwriting</b>	<ul style="list-style-type: none"> <li>Write legibly, fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited for the task</li> </ul>	<b>Writing: Spelling</b>	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Use a thesaurus</li> <li>Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>Pell words with silent letters.</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> </ul>