

Overview of objectives: Writing – Year 3

Use adverbs to express time, place and cause
Use prepositions to express time, place and cause
Use conjunctions to express time, place and cause (when, before, after, while, so because)
Use inverted commas to punctuate direct speech
Group related ideas into paragraphs
Use the present perfect form of verbs in contrast to the past tense
Build an increasing range of sentence structures
Form nouns with a range of prefixes
Use a or an according to whether the next word begins with a vowel or consonant
Build a varied and rich vocabulary
In narratives, create settings, characters and plot
In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation

Plan writing by discussing the structure, vocab and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Assess the effectiveness of own and others' writing
Propose changes to grammar and vocabulary to improve consistency
Proof-read for spelling and punctuation errors
Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Overview of objectives: Reading – Year 3

Listen to and discuss a wide range of texts
Read for a range of purposes
Use dictionaries to check the meaning of words
Identify themes and conventions
Prepare poems and play scripts to read aloud and to perform
Show understanding through intonation, tone, volume and action
Discuss words and phrases that capture the reader’s interest and imagination
Recognise different forms of poetry
Check text makes sense
Explain meaning of words in context
Ask questions to improve understanding of a text
Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions
Predict from details stated and implied
Identify main ideas drawn from more than one paragraph and summarise
Identify how language, structure, and presentation contribute to meaning
Retrieve and record information from non-fiction
Participate in discussion about books

Overview of objectives: Spoken Language – Year 3

Listen and respond
Ask relevant questions
Build vocabulary
Articulate and justify answers
Give well-structured descriptions, explanations and narratives
Maintain attention and participate actively in collaborative conversations
Use spoken language: speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently
Use Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints
Select and use appropriate registers for effective communication

Overview of objectives: Writing – Year 4

Recognise the grammatical difference between plural and possessive 's'
Use Standard English forms for verb inflections
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
Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases
Use fronted adverbials
Use commas after fronted adverbials
Indicate possession by using the possessive apostrophe with plural nouns
Use inverted commas and other punctuation to punctuate direct speech
Organise paragraphs around a theme
Build a varied and rich vocabulary
Use present and past tenses correctly and consistently, including the progressive form and the present perfect form

Plan writing by discussing the structure, vocab and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Build an increasing range of sentence structures
In narratives, create settings, characters and plot
In non-narrative material, use simple organisational devices
Assess the effectiveness of own and others' writing
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 aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Overview of objectives: Reading – Year 4

Listen to and discuss a wide range of texts
Read for a range of purposes
Use dictionaries to check the meaning of words
Identify themes and conventions
Prepare poems and play scripts to read aloud and to perform
Show understanding through intonation, tone, volume and action
Recognise different forms of poetry
Discuss words and phrases that capture the reader’s interest and imagination
Check text makes sense
Explain meaning of words in context
Ask questions to improve understanding of a text
Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions
Predict from details stated and implied
Identify main ideas from paragraphs
Identify how language, structure, and presentation contribute to meaning
Retrieve and record information from non-fiction
Participate in discussion about books

Overview of objectives: Spoken Language – Year 4

Listen and respond
Ask relevant questions
Build vocabulary
Articulate and justify answers
Give well-structured descriptions, explanations and narratives
Maintain attention and participate actively in collaborative conversations
Use spoken language: speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently
Use Standard English
Participate in discussions , presentations, performances, role play , improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints

Overview of objectives: Writing – Year 5

Use expanded noun phrases to convey complicated information concisely
Use modal verbs or adverbs to indicate degrees of possibility
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
Use devices to build cohesion within a paragraph
Link ideas across paragraphs using adverbials of time, place and number
Link ideas using tense choices
Use commas to clarify meaning or avoid ambiguity in writing
Use brackets, dashes or commas to indicate parenthesis
Variety of verb forms used correctly and consistently including the present perfect form
Use commas after fronted adverbials (Y4)
Organise paragraphs around a theme (Y4)
Use inverted commas and other punctuation to punctuate direct speech (Y4)
Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)

Identify the audience for and purpose of writing
Note and develop initial ideas, drawing on reading and research
Enhance meaning through selecting appropriate grammar and vocabulary
Describe settings, characters and atmosphere
Précis longer passages
Integrate dialogue to convey character and advance the action
Use organisational and presentational devices to structure text
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Use consistent and correct tense
Distinguish between the language of speech and writing
Choose the appropriate register
Proof-read for spelling and punctuation errors
Perform own compositions using appropriate intonation, volume and movement

Overview of objectives:

Reading – Y5

Read and discuss a wide range of texts
Recommend books to peers
Identify and discuss themes and conventions
Make comparisons within and across books
Learn poetry by heart
Prepare poems and plays for performance
Check sense, discuss understanding and explore meaning of words in context
Ask questions to improve understanding
Draw inferences (characters' feelings, thoughts and motives); justify with evidence
Predict from details stated and implied
Summarise main ideas, identifying key details
Identify how language, structure and presentation contribute to meaning
Evaluate authors' language choice
Distinguish between fact and opinion
Retrieve, record and present information from non-fiction
Participate in discussion about books
Explain and discuss understanding of reading
Provide reasoned justifications for views

Overview of objectives: Spoken Language – Year 5

Listen and respond
Ask relevant questions
Build vocabulary
Articulate and justify answers
Give well-structured descriptions, explanations and narratives
Maintain attention and participate actively in collaborative conversations
Use spoken language: speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently
Use Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints
Select and use appropriate registers for effective communication

Overview of objectives: Writing – Year 6

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Use passive verbs
Use the perfect form of verbs
Use expanded noun phrases to convey complicated information concisely
Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)
Use hyphens to avoid ambiguity
Use semi-colons, colons or dashes to mark boundaries between independent clauses
Use a colon to introduce a list and use of semi-colons within lists
Punctuate bullet points consistently
Link ideas across paragraphs using a wide range of cohesive devices (Y5)
Use modal verbs or adverbs to indicate degrees of possibility (Y5)
Use brackets, dashes or commas to indicate parenthesis (Y5)
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)

Identify the audience for and purpose of writing
Note and develop initial ideas, drawing on reading and research
Enhance meaning through selecting appropriate grammar and vocabulary
Describe settings, characters and atmosphere
Précis longer passages
Integrate dialogue to convey character and advance the action
Use organisational and presentational devices to structure text
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Use consistent and correct tense
Distinguish between the language of speech and writing
Choose the appropriate register
Proof-read for spelling and punctuation errors
Perform own compositions using appropriate intonation, volume and movement

Overview of objectives: Reading – Year 6

Read and discuss a wide range of texts
Recommend books to peers
Identify and discuss themes and conventions
Make comparisons within and across books
Learn poetry by heart
Prepare poems and plays for performance
Check sense, discuss understanding and explore meaning of words in context
Ask questions to improve understanding
Draw inferences (characters’ feelings, thoughts and motives); justify with evidence
Predict from details stated and implied
Summarise main ideas, identifying key details
Identify how language, structure and presentation contribute to meaning
Evaluate authors’ language choice
Distinguish between fact and opinion
Retrieve, record and present information
Participate in discussion about books
Explain and discuss understanding of reading
Provide reasoned justifications for views

Overview of objectives: Spoken Language – Year 6

Listen and respond
Ask relevant questions
Build vocabulary
Articulate and justify answers
Give well-structured descriptions, explanations and narratives
Maintain attention and participate actively in collaborative conversations
Use spoken language: speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently
Use Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints
Select and use appropriate registers for effective communication