

Overview of objectives: Writing – EYFS

Give meaning to the marks they draw, write and paint
Begin to break the flow of speech into words
Continue a rhyming string
Hear and say the initial sounds in words
Segment the sounds in simple words and blend them together
Link sounds to letters, naming and sounding the letters of the alphabet
Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
Write own name and other things such as labels, captions
Attempt to write short sentences in meaningful contexts
Use phonic knowledge to write words in way which match their spoken sounds
Spell some common irregular words
Write simple sentences which can be read by themselves and others
Write phonetically plausible words

Overview of objectives: Phonics development – EYFS

Write CVC words
Apply taught digraphs into writing
Apply taught trigraphs into writing
Write words with adjacent consonants
Use key features of narrative in own writing (EXC)
Have an awareness of a capital letter and full stop when writing a simple sentence



Overview of objectives: Reading – EYFS

Continue a rhyming string
Hear and say the initial sounds in words
Segment the sounds in simple words and blend them together and knows which letters represent some of them
Link sounds to letters, naming and sounding the letters of the alphabet
Begin to read words and simple sentences
Use vocabulary and forms speech that are increasingly influenced by their experiences of books
Enjoy reading an increasing range of books
Know that information can be retrieved from books and computers
Read and understand simple sentences
Use phonic knowledge to decode regular words and read them aloud accurately
Read some common irregular words
Demonstrate understanding when talking with others about what they have read

Overview of objectives: Communication and Language – EYFS

Maintain attention, concentrates and sits quietly during appropriate activity (L&A)
Two-channelled attention – can listen and do for short span (L&A)
Respond to instructions involving a two-part sequence (U)
Understand humour, e.g. nonsense rhymes, jokes (U)
Able to follow a story without pictures or props (U)
Listen and respond to ideas expressed by others in conversation or discussion (U)
Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words (S)
Use language to imagine and recreate roles and experiences in play situations (S)
Link statements and sticks to a main theme or intention (S)
Use talk to organise, sequence and clarify thinking, ideas, feelings and events (S)
Introduce a storyline or narrative into their play (S)
Listen attentively in a range of situations (L&A)
Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (L&A)
Give attention to what others say and respond appropriately, while engaged in another activity (L&A)
Follow instructions involving several ideas or actions (U)
Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events (U)
Express self effectively, showing awareness of listeners’ needs (S)
Use past, present and future forms accurately when talking about events that have happened or are to happen in the future (S)
Develop narratives and explanations by connecting ideas or events (S)

Overview of objectives: Writing – Year 1

Use plural noun suffixes -s and -es
Add suffixes to verbs where no change is needed to the root
Change the meaning of verbs and adjectives by adding the prefix un-
Combine words to make sentences
Leave spaces between words
Join words and clauses using <i>and</i>
Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Use a capital letter for names of people, places, the days of the week and the personal pronoun <i>I</i>
Use simple description
Spell words containing phonemes already taught
Spell common exception words
Make phonically plausible attempts to spell words that have not yet been learnt

Say out loud what is going to be written about
Compose a sentence orally before writing it
Sequence sentences to form short narratives
Re-read what they have written to check that it makes sense
Discuss what has been written with the teacher or other pupils
Read aloud their writing clearly enough to be heard by their peers and the teacher

Overview of objectives: Reading – Year 1

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently
Link what is read or heard to own experiences
Become familiar with key stories, fairy tales and traditional tales
Retell stories and consider their particular characteristics
Recognise and join in with predictable phrases
Learn to appreciate rhymes and poems
Recite some rhymes and poems by heart
Discuss word meanings, linking new meanings to those already known
Understand both the books that can be read accurately and fluently and those listened to
Draw on what they already know
Check that the text makes sense
Correct 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 happened on the basis of what as been read so far
Participate in discussion about what has been read to them
Explain clearly understanding of what is read to them

Overview of objectives: Spoken Language – Year 1

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 – Vocabulary, grammar and punctuation – Year 2

Form nouns and adjectives using suffixes
Ad -er and -est to adjectives
Add -ly to turn adjectives into adverbs
Use punctuation correctly: full stops, capital letters, exclamation marks, question marks
Use punctuation correctly: commas for lists
Use punctuation correctly: apostrophes for contracted forms
Use punctuation correctly: apostrophes for the possessive (singular)
Write sentences with different forms: statement, questions, exclamation, command
Use expanded noun phrases to describe and specify
Use present and past tenses correctly and consistently
Use the progressive form of verbs in the present and past tense
Use sub-ordination (using when, if, that or because)
Use co-ordination (using or, and so, but)
Use homophones and near homophones

Writing – composition

Write narratives about personal experiences and those of others (real or fictional)
Write about real events
Write poetry
Write for different purposes
Plan or say aloud what is going to be written about
Write down ideas, key words, new vocabulary
Encapsulate what is to be written, sentence by sentence
Make simple additions, revisions and corrections
Evaluate writing with the teacher and other pupils
Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
Proof-read to check for errors in spelling, grammar and punctuation
Read aloud with intonation

Overview of objectives: Reading – Year 2

Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently
Discuss the sequence of events in books and how items of information are related
Become familiar with and retell a wider range of traditional tales
Read non-fiction books that are structured in different ways
Recognise simple recurring literary language
Discuss and clarify the meanings of words
Continue to build up a repertoire of poems learnt by heart
Understand books read independently and those which are listened to
Draw on what is already known or on background information and vocabulary provided by the teacher
Check that the text makes sense
Make inferences on the basis of what is being said and done
Answer and ask questions
Predict what might happen on the basis of what has been read so far
Participate in discussion about books, poems and other works
Explain and discuss understanding of books, poems and other material

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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
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