



## KS1-KS2 English Objective Overview (2022-23)

### PURPOSE OF STUDY

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### OVERARCHING AIMS:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences Use discussion in order to learn; be able to elaborate and explain understanding and ideas clearly
- Be confident in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

### SPOKEN LANGUAGE

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The **quality and variety of language** that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' **confidence and competence** in spoken language and listening skills. Pupils should develop a capacity to **explain** their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using **discussion** to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and **debate**. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to **improvise, devise and script** drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances



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## Reading

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	Word Reading	<ul style="list-style-type: none"> <li>•apply phonic knowledge to decode words</li> <li>•speedily read all 40+ letters/groups for 40+ phonemes</li> <li>•read accurately by blending taught GPC</li> <li>•read common exception words</li> <li>•read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>•read multisyllable words containing taught GPCs</li> <li>•read contractions and understanding use of apostrophe</li> <li>•read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>*secure phonic decoding until reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multisyllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondences</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<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> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<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> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*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 that they meet</li> </ul>	<ul style="list-style-type: none"> <li>*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 that they meet</li> </ul>
Range of Reading	Reading Comprehension	<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 experiences</li> </ul>	<ul style="list-style-type: none"> <li>*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<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> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>*continuing 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>*making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>*continuing 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>*making comparisons within and across</li> </ul>
Familiarity with Text	Reading Comprehension	<ul style="list-style-type: none"> <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 phrases</li> </ul>	<ul style="list-style-type: none"> <li>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>*recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>



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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry and Performance		*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*learning a wider range of poetry by heart 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	*learning a wider range of poetry by heart 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
Word Meaning		discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary*discussing their favourite words and phrases	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read		
Understanding		*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference		*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking Questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction		*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied



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Authorial Intent				<ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader’s interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader’s interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
Non-Fiction			<ul style="list-style-type: none"> <li>*being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from non-fiction</li> </ul>
Discussing Reading			<ul style="list-style-type: none"> <li>*participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>*explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>*participate in discussion about books, poems &amp; other works that are read to them &amp; 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>	<ul style="list-style-type: none"> <li>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, 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,</li> <li>*provide reasoned justifications for their views</li> </ul>



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## Writing

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic and whole work spelling		<p>Spell words containing each of the 40+ phonemes taught (including consonant &amp; vowel digraphs and adjacent consonants)</p> <p>The process of segmenting</p> <ul style="list-style-type: none"> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (<a href="#">Appendix 1</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (<a href="#">Appendix 1</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">Appendix 1</a></li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">Appendix 1</a></li> </ul>
Other word building spelling		<ul style="list-style-type: none"> <li>• using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un-</li> <li>• using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>• apply simple spelling rules and guidance from <a href="#">Appendix 1</a></li> </ul>	<ul style="list-style-type: none"> <li>• learning the possessive apostrophe (singular)</li> <li>• learning to spell more words with contracted forms</li> <li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• apply spelling rules and guidelines from <a href="#">Appendix 1</a></li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, leaning or both of these in a dictionary use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus</li> </ul>
Transcription		<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>		



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Handwriting		<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a 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 to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• form 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 capital letters and digits 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> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a 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 a task</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a 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 a task</li> </ul>
Contexts of writing	Writing - composition		<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
Planning writing	Writing - composition	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>



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Drafting Writing	Writing - composition	<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>
Editing Writing		<ul style="list-style-type: none"> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> </ul>
Performing Writing		<ul style="list-style-type: none"> <li>read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>



# KS1-KS2 English Objective Overview (2022-23)

<b>Vocabulary</b>	<b>Writing – vocabulary, grammar &amp; punctuation</b>			<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>use a thesaurus</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>use a thesaurus</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	
		<b>Grammar</b> (edited to reflect content in Appendix 2)	<b>WORD</b> <ul style="list-style-type: none"> <li>regular plural noun suffixes (-s, -es)</li> <li>verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>un- prefix to change meaning of adjectives/adverbs</li> </ul> <b>SENTENCE</b> <ul style="list-style-type: none"> <li>to combine words to make sentences, including using and</li> </ul> <b>TEXT</b> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>	<b>WORD</b> <ul style="list-style-type: none"> <li>formation of nouns using suffixes (-er, -ness) and by compounding e.g superman, whiteboard formation of adjectives using suffixes -ful, -less</li> <li>Use of the suffixes -er, -est in adjectives and the use of -ly to turn adjectives into adverbs</li> </ul> <b>SENTENCE</b> <ul style="list-style-type: none"> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>Expanded noun phrases for description</li> <li>sentences with different forms: statement, question, exclamation, command</li> </ul> <b>TEXT</b> <ul style="list-style-type: none"> <li>the present and past tenses correctly and consistently including the progressive form of verbs</li> </ul>	<b>WORD</b> <ul style="list-style-type: none"> <li>form nouns using prefixes (super-, anti-)</li> <li>use the correct form of 'a' or 'an'</li> <li>word families based on common words (solve, solution, dissolve, insoluble)</li> </ul> <b>SENTENCE</b> <ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul> <b>TEXT</b> <ul style="list-style-type: none"> <li>Introduction to paragraphs to group related material</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>Headings and sub-headings</li> </ul>	<b>WORD</b> <ul style="list-style-type: none"> <li>difference between plural and possessive -s</li> <li>Standard English verb inflections (I did vs I done)</li> </ul> <b>SENTENCE</b> <ul style="list-style-type: none"> <li>extended noun phrases, including addition of modifying adjectives, nouns and with prepositions</li> <li>using fronted adverbials</li> </ul> <b>TEXT</b> <ul style="list-style-type: none"> <li>appropriate choice of pronoun or noun to create cohesion</li> <li>Use of paragraphs to organise ideas around a theme</li> </ul>	<b>WORD</b> <ul style="list-style-type: none"> <li>converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</li> <li>verb prefixes (dis-, de-, mis-, over-, re-)</li> </ul> <b>SENTENCE</b> <ul style="list-style-type: none"> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>Using adverbs (perhaps, surely) or modal verbs (might, should, will, must) to indicate possibility</li> </ul> <b>TEXT</b> <ul style="list-style-type: none"> <li>linking ideas across paragraphs using adverbials of time (later), place (nearby), and number (secondly) or tense choices</li> <li>devices to build cohesion within a paragraph, including adverbials of time, place and number (then, after that, firstly)</li> </ul>	<b>WORD</b> <ul style="list-style-type: none"> <li>differences in informal and formal language</li> <li>synonyms &amp; antonyms and the relationships between them</li> </ul> <b>SENTENCE</b> <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> <b>TEXT</b> <ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>further cohesive devices to link ideas across paragraphs such as repetition of a word or phrase, grammatical connections such as adverbials (on the other hand, in contrast)</li> <li>use of ellipsis</li> <li>Layout devices (headings, sub-headings, columns, bullets or tables)</li> </ul>
		<b>Punctuation</b> (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>sentence demarcation (. ! , ?)</li> <li>capital letters for names and pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>sentence demarcation (. ! ?)</li> <li>commas in lists</li> <li>apostrophes for omission &amp; singular possession</li> </ul>	<ul style="list-style-type: none"> <li>using and punctuating direct speech (i.e. Inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity (e.g man-eating, recover)</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul>





## KS1-KS2 English Objective Overview (2022-23)

Grammar Terminology		letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb tense (past, present), suffix, adverb, apostrophe, comma	preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
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## KS1-KS2 English Objective Overview (2022-23)

# Spoken Language

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language		<ul style="list-style-type: none"><li>• listen and respond</li><li>• appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role-play/improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication</li></ul>					

Many opportunities for developing Spoken Language are outlined in the Reading Objective Overview and the Writing Objective Overview e.g 'discussing a wide range of poems', 'summarising main ideas from texts'. Links with other curriculum areas also provide many opportunities for developing spoken language. Our internal assessment system measures progress towards these general statements.