

YEAR 1

SPOKEN LANGUAGE

RECEPTIVE LANGUAGE

Reference	Objective	Guidance
SL1.1A	Follow short, basic classroom instructions supported by pictures or gestures.	The student is able to follow an instruction such as 'Stand up', as the teacher demonstrates it.
SL1.1B	Recognise familiar key words and phrases in short basic descriptions, if spoken slowly and clearly.	The student is able to recognise everyday nouns and verbs, such as 'mum', 'dad', 'brother', 'sister', 'boy', 'girl', 'sit', 'walk', 'come here' and 'write down'.

EXPRESSIVE LANGUAGE

Reference	Objective	Guidance
SL1.2A	Give and request simple personal information using a basic phrase.	The student is able to state audibly, for example, 'My name is Xiao.'
SL1.2B	Use simple everyday words from taught vocabulary sets.	The student is able to recognise and audibly name, for example, a fish.
SL1.2C	Answer short, simple questions using a word or basic phrase.	The student is able to answer a question such as 'What will you do after school?' with an audible phrase such as 'Eat dinner.'
SL1.2D	Recite simple sentences by heart, including rhymes and poems.	The student is able to understand, memorise and repeat up to six sentences introduced by the teacher, and join in with predictable phrases.

READING

READING: WORD READING and PHONICS

Reference	Objective	Guidance
R1.1A	Say the letter names and sounds associated with all 26 lower-case letters of the English alphabet.	When shown any letter of the alphabet, the student is able to respond with the name and the sound of the letter.
R1.1B	Blend to read words in which letters of the alphabet are associated with known sounds.	The student is able to read an unfamiliar word by saying and blending the sounds to make the word (for example, /t/ - /e/ - /n/ - /t/: tent).

READING: WORD READING and ACCURACY

Reference	Objective	Guidance
R1.2A	Follow sentences from left to right and from the top to the bottom of the page.	The student knows where on the page to start reading and can follow text, sometimes following a finger or card, along one line and down to the next.
R1.2B	Decode three to four known letters in words when reading simple, familiar texts.	The student is able to use their phonic knowledge to support decoding in texts they have heard several times.
R1.2C	Recognise on sight about 50 basic everyday words.	The student is able to recognise nouns and verbs on sight, both in context and in isolation.
R1.2D	Recite or sing the alphabet.	The student is able to participate confidently in a recitation of the alphabet, either when led by a group or alone.

READING: LITERAL COMPREHENSION

Reference	Objective	Guidance
R1.3A	Match a picture to a word they have read.	The student is able to match, for example, an image of a tree to the word 'tree' when it is read.
R1.3B	Sequence three pictures to retell a familiar story or sequence of events.	The student is able to sequence, for example, images of the ragged Cinderella with her stepsisters, Cinderella being transformed and Cinderella dancing with the prince, to retell the story of Cinderella. Events or information from instructions or other non-fiction texts may also be ordered.

READING: INFERENTIAL COMPREHENSION

Reference	Objective	Guidance
R1.4A	With support, use pictures to infer what may happen next.	When a teacher asks, for example, 'What do you think may happen when the man steps onto the path?', the student can look at a picture and predict he will slip as the path is icy.
R1.4B	With support, use pictures to infer how characters are feeling.	When a teacher asks, for example, 'How did Tama feel when he saw the cat?', the student is able to look at a picture and work out how Tama felt.

READING: TEXT STRUCTURE and PURPOSE

Reference	Objective	Guidance
R1.5A	Use pictures in texts (including IT texts) to understand and explain what they are about.	The student is able to say whether or not a text will tell them more about, for example, sea life.
R1.5B	Use a picture-contents page to locate the relevant page in the book.	The student is able to find a picture of, for example, a lion on the contents page and turn to the relevant page to locate information about lions.
R1.5C	Read and talk about simple sequences that give information or recount what someone has done.	The student is able to sequence three photos to recount, for example, how they built a sandcastle.

GRAMMAR for READING

Reference	Objective	Guidance
R1.6A	Read simple everyday nouns and verbs as labels.	The student is able to see, for example, the word 'run' below a picture of a woman running and understand the word's relationship to the picture.
R1.6B	Know that 'a', 'an' or 'the' are often used before nouns.	The student is able to recognise 'a', 'an' or 'the' in text and know that it simply complements the noun that follows it.

WRITING**WRITING: TRANSCRIPTION and PHONICS**

Reference	Objective	Guidance
W1.1A	Say and write the sounds in words they wish to spell, where each sound is represented by a single letter.	The student is able to spell words such as 'dog' and 'went', sounding them out as he or she writes.
W1.1B	Spell 15 basic everyday words (up to four letters in length).	The student is able to spell 15 basic words that relate to, for example, home or school, for example, 'bell', 'step' and 'cups'.

WRITING: VOCABULARY

Reference	Objective	Guidance
W1.2A	Label pictures using already familiar nouns and verbs.	The student is able to use a familiar word to label a picture: for example, writing 'cat' under a picture of a cat.

WRITING: COMPOSITION

Reference	Objective	Guidance
W1.3A	Write short words that have been learned or sounded out, including own name.	The student is able to write words such as 'Sam' 'is' 'a' 'cat' when they are sounded out individually.

WRITING: HANDWRITING and WORD PROCESSING

Reference	Objective	Guidance
W1.4A	Copy all lower-case letters using taught letter formation.	When given a lower-case transcription of, for example, their name, the student is able to copy it correctly.
W1.4B	Copy labels using an onscreen lower-case alphabet.	When shown a lower-case label onscreen for, for example, a tree, the student is able to copy it correctly.

GRAMMAR for WRITING

Reference	Objective	Guidance
W1.5A	Write labels of one or two words, leaving spaces between words.	The student is able to identify an appropriate noun from a spoken sentence to label a picture: for example, writing 'cat' under a picture of a cat eating.
W1.5B	Use the determiners (articles) 'the' and 'a'/'an'.	The student is able to write, for example, 'the cat' or 'a cat' in place of 'cat'.
W1.5C	Write everyday verbs as labels.	The student is able to identify an appropriate verb from a spoken sentence to label a picture: for example, writing 'dig' under a picture of a person digging.
W1.5D	Use adjectives of colour and size in labels.	The student is able to identify aspects of a picture that cannot be described by a noun or verb and label them: for example, writing 'red' under a picture of a red car.

YEAR 2

SPOKEN LANGUAGE

RECEPTIVE LANGUAGE

Reference	Objective	Guidance
SL2.1A	Follow two-step instructions, when these are given slowly and clearly.	The student is able to follow instructions such as 'Put your book in your bag and then sit down'.
SL2.1B	Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly.	The student is able to recognise a wider range of words connected with familiar contexts, for example, clothes, food, people and places.

EXPRESSIVE LANGUAGE

Reference	Objective	Guidance
SL2.2A	Use words from taught vocabulary lists, using rehearsed expressions.	The student is able to say audibly, for example, 'This is my cat. Her name is Tinkerbelle.'
SL2.2B	Use words from taught vocabulary lists.	The student is able to say audibly, for example, 'I do not have a pet but I like cats.'
SL2.2C	Answer simple questions using rehearsed expressions.	The student is able to answer a question such as 'Do you have a pet?' with an audible expression such as 'I have a cat. Her name is Tinkerbelle.'
SL2.2D	Recite and interpret sentences by heart, including poems and other texts.	The student is able to understand, memorise and repeat up to 12 sentences with varied and sensitive tone of voice.

READING

READING: WORD READING and PHONICS

Reference	Objective	Guidance
R2.1A	Match lower-case and upper-case letters, saying the sounds and letter names associated with each one.	The student is able to match a lower-case 'a' and upper-case 'A', understanding that the letter is associated with both a sound (/a/) and a letter name.
R2.1B	Blend to read and segment to spell words containing consonant digraphs (sh, ch, th) and long vowel sounds: /ai/, /ee/, /igh/, /oa/, /oo/, /or/, /ar/, /ur/, /oi/, /ow/, /air/, /ear/ (see Appendix A).	The student is able to read an unfamiliar word containing consonant digraphs and/or long vowel sounds by saying and blending the sounds to make the word (for example, /sh/ - /ar/ - /k/ - /s/: sharks).

READING: WORD READING and ACCURACY

Reference	Objective	Guidance
R2.2A	Read aloud a familiar text of six to eight basic sentences (about 50 words).	The student is able to read simple repetitive phrases of a traditional tale they have heard several times.
R2.2B	Decode unfamiliar words (up to six letters) when reading aloud.	The student is able to blend sounds to read phonically regular words (see Appendix A).
R2.2C	Recognise on sight about 100 basic everyday words.	The student is able to recognise words used in simple sentence patterns, for example, 'He is in the car.'
R2.2D	Organise words into alphabetical order by their first letters.	The student is able to order a list of, for example, kinds of food that have different initial letters, for example, 'apple, carrot, meat, potato, soup'.

READING: LITERAL COMPREHENSION

Reference	Objective	Guidance
R2.3A	Answer simple questions about a sentence they have read.	Having read, for example, the sentence 'The girl was in the tree', the student is able to say, when asked, where the girl was.
R2.3B	Recall what happened next in a simple story or sequence of events.	Having read a text, and when guided by questions, the student is able to say what happened after, for example, Cinderella tried on the glass slipper or after a volcano erupted. Events or information from instructions or other non-fiction texts may also be ordered.

READING: INFERENTIAL COMPREHENSION

Reference	Objective	Guidance
R2.4A	Use picture cues to predict the meaning of unfamiliar words.	When a text says, for example, 'The bird is in the nest', and the teacher asks 'Can you show me a nest in the picture?', the student is able to infer the meaning of 'nest' and point to its picture.
R2.4B	Combine information from text and pictures to infer how a character feels.	When a text says, for example, 'It was raining', and a picture shows a child looking unhappy, the student is able to infer that the child is unhappy because it is raining.
R2.4C	Use own experiences to predict what might happen at the end of a short story.	The student recalls, for example, that someone helped them when they made a mistake and so is able to predict that someone will help a character who makes a mistake.
R2.4D	Discuss favourite words and phrases.	The student is able to select one from a list of appropriate adjectives to describe a picture and explain their preference for the word or phrase.

READING: TEXT STRUCTURE and PURPOSE

Reference	Objective	Guidance
R2.5A	With support, find information in texts (including IT texts) to answer a simple question.	Having read, for example, the sentence 'Fathima sleeps by the beach', the student is able to say, when asked, where Fathima sleeps.
R2.5B	Know that information can be given through photographs and illustrations as well as text.	The student is able to read a text about, for example, beetles and use pictures to identify how they look.
R2.5C	Read simple instructions and identify key text features.	The student is able to use a simple illustrated text to follow a set of instructions, identifying numbering or bullet points.

GRAMMAR for READING

Reference	Objective	Guidance
R2.6A	Say whether or not a group of words is a sentence.	The student is able to identify the sentence when presented with, for example, the phrase 'man running' and the sentence 'The man runs'.
R2.6B	Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'.	The student is able to locate and name, for example, the noun 'man' and the verb 'runs' in the sentence 'The man runs'.
R2.6C	Recognise regular singular and plural forms of nouns.	The student is able to say, for example, that 'apples' means more than one apple.
R2.6D	Know that the plural of the determiner 'a'/'an' is 'some' but the plural of 'the' is 'the'.	The student is able to say, for example, that 'an apple' becomes 'some apples' when it is plural and that 'the apple' becomes 'the apples'.

WRITING**WRITING: TRANSCRIPTION and PHONICS**

Reference	Objective	Guidance
W2.1A	Say and write the sounds in words containing graphemes for consonant digraphs (sh, ch, th) and long vowel sounds (/ai/, /ee/, /igh/, /oa/, /oo/, /or/, /ar/, /ur/, /oi/, /ow/, /air/, /ear/). (See Appendix A.)	The student is able to spell words such as 'shark' and 'snail', sounding them out as he or she writes.
W2.1B	Spell another 30 basic everyday words (up to five letters in length).	The student is able to spell another 30 basic words that relate to, for example, home, school or hobbies, for example, 'catch', 'pools' and 'grows'.
W2.1C	Form plurals of nouns where the root word does not change by adding '-s' and '-es'.	The student is able to form, for example, the plurals 'dogs' and 'buses' from the root words 'dog' and 'bus'.

WRITING: VOCABULARY

Reference	Objective	Guidance
W2.2A	Use vocabulary from reading in own writing.	The student is able to encounter, for example, the new word 'slipper' in a story and then to use that word to answer a question in writing.

WRITING: COMPOSITION

Reference	Objective	Guidance
W2.3A	Compose orally and then write a simple sentence.	The student is able to say and then write a full sentence such as 'Sam is a cat.'
W2.3B	Sequence three pictures and then write a sentence for each to tell a story.	The student is able to sequence, for example, images of the ragged Cinderella, Cinderella being transformed and Cinderella with the prince, and write simple sentences such as 'She is sad. She gets help. She is happy.'
W2.3C	Sequence three pictures and then write a sentence for each to give instructions.	The student is able to sequence, for example, images of a child finding pens, finding paper and drawing a picture to make a card, and write simple sentences such as 'Get pens. Get paper. Make a card.'
W2.3D	Reread own writing to check the meaning is clear.	The student is able to reread a sentence he or she has just written, checking all the words selected mean what they had intended.

WRITING: HANDWRITING and WORD PROCESSING

Reference	Objective	Guidance
W2.4A	Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation.	When given verbal instructions and upper-case letters to copy, the student is able to write his or her name with a capital letter at the beginning.
W2.4B	Use a QWERTY keyboard to copy simple text.	When given a printed sentence that uses both upper-case and lower-case letters, the student is able to type it correctly.

GRAMMAR for WRITING

Reference	Objective	Guidance
W2.5A	Say a simple sentence and then write it.	The student is able to look at a picture of, for example, a child in a bed, and say and then write the sentence 'She is in bed.'
W2.5B	Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences.	The student is able to write, for example, 'The girl is in a bed' or 'The man has some cats'.
W2.5C	Use everyday verbs in simple sentences.	The student is able to use a variety of simple present-tense verbs to form sentences such as 'I walk in the park', 'I play in the park' and 'I run in the park'.
W2.5D	Use adjectives in expanded noun phrases in simple sentences.	The student is able to use a variety of simple adjectives to form noun phrases in sentences such as 'The red car is fast'.
W2.5E	Use the subject pronouns 'I' and 'we' before verbs.	The student is able to use 'I' and 'we' before a variety of simple verbs to form sentences such as 'I can play', 'We can play', 'I like cats' and 'We like cats'.
W2.5F	Use correct singular or plural forms of regular nouns.	The student is able to write, for example, 'The boy plays. The boys play.'

PUNCTUATION

Reference	Objective	Guidance
W2.6A	Use full stops at the end of simple sentences.	The student is able to form a sequence of, for example, two sentences, divided correctly using a full stop. For example, 'The man has a cat. The cat has kittens.'

YEAR 3

SPOKEN LANGUAGE

RECEPTIVE LANGUAGE

Reference	Objective	Guidance
SL3.1A	Follow 3-step instructions, when these are given slowly and clearly.	The student is able to follow instructions such as 'Put your book in your bag, put your bag on your peg and then sit down.'
SL3.1B	Follow information during three to five minutes of listening to teacher-talk supported by pictures.	The student is able to follow and understand, for example, simple descriptions related to a curriculum topic, using prior knowledge to assist with comprehension.

EXPRESSIVE LANGUAGE

Reference	Objective	Guidance
SL3.2A	Give brief descriptions using two or more linked sentences.	The student is able to say, for example, 'It is big and grey and it has a long nose. It is an elephant.'
SL3.2B	Ask for repetition and clarification when a word is not understood.	The student is able to interject by saying, for example, 'Excuse me. I don't know that word.'
SL3.2C	Participate in discussions when invited to do so by the teacher.	The student is able to listen to the teacher and other children discussing, for example, animals, and to add appropriately to a description of an animal when prompted.
SL3.2D	With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions.	The student is able to respond appropriately when the teacher says, for example, 'Imagine you are Cinderella. How do you feel about your step-sisters?'
SL3.2E	Present information to the class when prompted.	When asked by the teacher to explain an answer, the student is able to present his or her thoughts clearly and audibly to the class.

READING

READING: WORD READING and PHONICS

Reference	Objective	Guidance
R3.1A	Blend to read and segment to spell words containing alternative sounds for graphemes (see Appendix A).	The student is able to recognise a wide range of alternative sounds for graphemes and can use these to explore possible pronunciations of unfamiliar words.

READING: WORD READING and ACCURACY

Reference	Objective	Guidance
R3.2A	Read aloud an unfamiliar text of 10–12 basic sentences (about 100 words).	The student is able to read simple text (including sentences that may be joined with 'and' or 'but') with an error rate of less than 10%.
R3.2B	Decode unfamiliar two-syllable words, using a range of strategies.	The student may pause at an unfamiliar longer word but is able to blend the word sound by sound or syllable by syllable.
R3.2C	Recognise on sight high-frequency verbs with the endings '-ed', '-ing' and '-s'.	The student is able to recognise familiar conjugated verbs in simple sentence patterns, for example, 'She likes maths', 'He played the piano' and 'I am reading a book.'
R3.2D	Organise words into alphabetical order by their first two letters and use alphabetical order to find words in dictionaries and glossaries.	The student is able to order a list of, for example, kinds of food that have the same initial letter, for example, 'banana, beef, bread', and efficiently locate these words in a dictionary.

READING: LITERAL COMPREHENSION

Reference	Objective	Guidance
R3.3A	Answer simple questions about a character, event or piece of information about which they have read.	The student is able, for example, to name and describe the main character from a fiction text or to find requested information in a paragraph from a non-fiction text.
R3.3B	Retell two events from a story or sequence in the correct order.	Having read a text, the student is able to say, for example, that Cinderella was given chores by her step-sisters and then married the prince or that lava came out of the volcano and then rolled down its sides. Events or information from instructions or other non-fiction texts may also be ordered.

READING: INFERENTIAL COMPREHENSION

Reference	Objective	Guidance
R3.4A	Use context to infer the meaning of unfamiliar words.	When a text says, for example, 'Rina dropped the plate and it smashed', the student is able to infer that 'smashed' means 'broke'.
R3.4B	With support, infer a character's feelings from information given in a text.	In answer to a specific question, the student is able to infer, for example, that a character who has been left out of a game might feel sad.
R3.4C	Use knowledge of other books or films to predict what might happen at the end of a short story or other text.	The student understands, for example, that villains are usually punished in stories and so is able to predict that the villain will be punished at the end of the story.
R3.4D	Listen and respond to stories of a level beyond that of independent reading.	The student is able to enjoy and respond positively to, for example, a fairy tale that has been read to the group but that he or she could not yet read.

READING: TEXT STRUCTURE and PURPOSE

Reference	Objective	Guidance
R3.5A	Use contents pages and online menus to locate relevant pages and find requested information.	When asked to find out, for example, which mammals live in deserts, the student is able to use a contents page to find a chapter about deserts.
R3.5B	Use a simple contents page and index to locate information.	The student is able to look up, for example, 'Moon' in an index and locate the relevant page(s) in order to find information about the Moon.
R3.5C	Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion.	The student is able to read an illustrated text about, for example, deserts, using the alphabetical index and glossary to aid comprehension.

READING: GRAMMAR for READING

Reference	Objective	Guidance
R3.6A	Point out the conjunctions 'and', 'but' and 'because' and explain how they join sentences.	The student is able to identify the conjunction in, for example, 'She is sad because it is raining', and explain that it means one fact made the other happen.
R3.6B	Identify adjectives in expanded noun phrases and use the term 'adjective'.	The student is able to locate and name the adjective in, for example, 'the <u>blue</u> flower'.
R3.6C	Recognise that the past tense of verbs is often indicated by the suffix '-ed'.	The student is able to read, for example, 'walked', 'started' and 'played' and know that the verbs are in the past tense.
R3.6D	Identify subject and object pronouns and link them to the head noun phrase they replace.	The student is able, for example, to point to the pronoun 'they' or 'them' and know that it refers to 'the noisy children' in the previous sentence.
R3.6E	Identify a range of quantifiers as determiners.	The student is able to talk about the difference in meaning between, for example, 'Put <u>all</u> beans in the bowl' and 'Put <u>some</u> beans in the bowl'.

WRITING

WRITING: TRANSCRIPTION and PHONICS

Reference	Objective	Guidance
W3.1A	Make the correct spelling choices for vowels and consonants (as shown in Appendix A).	The student is able to spell words using different spellings for the same vowel sound, for example, 'wait', 'cake', 'play' and 'eight'.
W3.1B	Spell another 50 everyday words in the context of teacher-led dictation.	The student is able to spell words with less-common letter patterns, for example, 'friend', 'school' and 'could'.
W3.1C	Add the suffixes '-s', '-ed', '-ing', '-er' and '-est' and the prefix 'un-' to words where the root word does not change.	The student is able to form, for example, the words 'played', 'playing' and 'player' from the root word 'play' and 'unfair' from the root word 'fair'.

WRITING: VOCABULARY

Reference	Objective	Guidance
W3.2A	Use a range of adjectives (around 20, in addition to colour and size) to add description.	The student is able to use appropriate adjectives to create, for example, a detailed noun phrase such as 'He had a fast, new bike.'

WRITING: COMPOSITION

Reference	Objective	Guidance
W3.3A	Compose and write a sequence of three or more simple or compound sentences.	The student is able to write a sequence of sentences such as 'I have a cat. His name is Sam. We take Sam to play in the garden.'
W3.3B	Sequence three pictures and write two or three sentences about each one to tell a story.	The student is able to sequence, for example, images of the ragged Cinderella, Cinderella being transformed and Cinderella with the prince and write two or three sentences that describe each one, giving details such as 'She is very sad. She has been given lots of jobs and cannot go to the ball.'
W3.3C	Select pictures and write simple report texts of up to 100 words.	The student is able to write a report detailing, for example, facts about monkeys.
W3.3D	Reread own writing, improving it at sentence level.	The student is able to reread a sequence of sentences he or she has just written, checking punctuation at the end of sentences and improving meaning by, for example, adding an adjective to a simple sentence.

WRITING: HANDWRITING and WORD PROCESSING

Reference	Objective	Guidance
W3.4A	Use correct letter formation in own writing.	The student is able to write a sequence of sentences without copying letter form.
W3.4B	Use a QWERTY keyboard to write short texts.	The student is able to type a sequence of sentences without copying.

GRAMMAR for WRITING

Reference	Objective	Guidance
W3.5A	Say and then write compound sentences using the coordinating conjunctions 'and' and 'but'.	The student is able to make correct choices about whether 'and' or 'but' is appropriate, when joining two simple sentences such as 'It is winter and <u>but</u> it is warm'.
W3.5B	Use a range of quantifiers as determiners in writing.	The student is able to use quantifiers such as 'some', 'many', 'every' and 'all'.
W3.5C	Use present- and past-tense forms of regular verbs in writing.	The student is able to choose and write, for example, 'walk(s)' / 'walked' or 'start(s)' / 'started', understanding which verbs are in the past tense.
W3.5D	Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences.	The student is able to use a variety of adjectives to form noun phrases in sequences of sentences such as 'The red car is fast. The big, yellow car is faster. The fastest car is the bright blue car.'
W3.5E	Use subject and object pronouns instead of nouns/noun phrases.	The student is able to write, for example, 'The children had a balloon. <u>It</u> flew away from <u>them</u> ' rather than 'The children had a balloon. <u>The balloon</u> flew away from <u>the children</u> '.
W3.5F	Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns.	The student is able to write, for example, 'He plays. They play.'

PUNCTUATION

Reference	Objective	Guidance
W3.6A	With support, use upper-case letters and end punctuation correctly when writing dictated sentences.	The student is able to write, from exaggerated and explained dictation, for example, 'Oh no! How can we go out if it is raining?'
W3.6B	Use apostrophes in common contractions.	The student is able to write, for example, 'I'm hot' and 'I can't see'.
W3.6C	Put inverted commas around spoken words.	The student is able to add the inverted commas to, for example, 'Ashan said "Yes"'.
W3.6D	Use commas to separate items in lists of nouns.	The student is able to write, for example, 'Dad grew beans, cabbages, carrots and potatoes.'

YEAR 4

SPOKEN LANGUAGE

RECEPTIVE LANGUAGE

Reference	Objective	Guidance
SL4.1A	Follow detailed oral instructions on tasks close to their experience.	The student is able to follow instructions such as 'For homework tonight, draw three types of food that come from different countries.'
SL4.1B	Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures.	After hearing information about animal conservation, for example, the student is able to tell the teacher something that is being done to help an animal.

EXPRESSIVE LANGUAGE

Reference	Objective	Guidance
SL4.2A	With support, give a logically connected description.	When led by teacher questioning, the student is able to give, for example, three facts about a hobby that are relevant and interesting.
SL4.2B	Use a wider range of more descriptive nouns and powerful verbs.	The student is able to use, for example, different words for speaking such as 'said', 'asked', 'shouted' or 'whispered'.
SL4.2C	Participate in discussions, building on contributions of previous speakers.	The student is able to listen to other children discussing, for example, hobbies, to ask appropriate questions and to contribute appropriately about a hobby of their own.
SL4.2D	Perform as a character in a short dramatic scene.	The student is able to act out a short scene with other children, based on part of a story they have read or heard, taking their turn to speak.
SL4.2E	Present information on a given subject, alone or in a group.	The student is able to participate in a group presentation about, for example, different hobbies.

READING

READING: WORD READING and ACCURACY

Reference	Objective	Guidance
R4.1A	Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.	The student is able to read text (including clauses joined by conjunctions such as 'because', 'when' and 'so') with an error rate of less than 10%.
R4.1B	Decode unfamiliar three- to four-syllable words, using a range of strategies.	The student is able both to recognise learned words on sight and to blend longer words by segmenting them into syllables.
R4.1C	Recognise on sight common past-tense verbs, including irregular verbs.	The student is able to recognise irregular past-tense verbs, for example, 'wrote', 'bought' and 'found', in a variety of contexts.

READING: LITERAL COMPREHENSION

Reference	Objective	Guidance
R4.2A	Recall significant events and pieces of information from texts and explain why they are important.	The student is able, for example, to explain how a character disobeyed his parents in a fiction text or to identify the main idea in a paragraph from a non-fiction text.
R4.2B	Retell three or more main events from a story or sequence in the correct order.	Having read a text, the student is able to say, for example, that Cinderella was given chores by her step-sisters, went to the ball and then married the prince or that lava came out of the volcano, rolled down its sides and then destroyed a city. Events or information from instructions or other non-fiction texts may also be ordered.

READING: INFERENTIAL COMPREHENSION

Reference	Objective	Guidance
R4.3A	Infer the meaning of similes using context.	When a text says, for example, 'The ice-cream was as hard as a rock', the student is able to infer that the ice-cream was too hard to bite.
R4.3B	Infer characters' motives from information given in a text.	The student is able to infer, for example, that if one character has expressed a liking for another, they are likely to try to assist them for that reason.
R4.3C	With some guidance, make predictions based on clear evidence in a text.	The student is able to interpret, for example, the sentence 'They crept out of the room' to predict that no one will notice that the characters have left the room.
R4.3D	Begin to form and explain preferences about types of stories.	The student is able to express a preference for, for example, a fairy tale rather than a realistic story.

READING: TEXT STRUCTURE and PURPOSE

Reference	Objective	Guidance
R4.4A	Use headings and other features to locate a relevant paragraph.	When asked to find out, for example, the opinion of one character in a play script, the student is able to use the character names to locate words spoken by that character.
R4.4B	Understand the purpose of a wider range of textual features when directly asked to do so.	The student is able, for example, to use headings to find specific information in a non-fiction text or stage directions to guide movement during performance.
R4.4C	Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease.	The student is able to read simple explanations and reports, navigating text, diagrams and captions.

GRAMMAR for READING

Reference	Objective	Guidance
R4.5A	Recognise adverbials of time and the conjunctions 'so' and 'or' and talk about their impact.	The student is able to identify, for example, the adverbials of time 'first' and 'later' and use them to sequence sentences that describe events.
R4.5B	Identify adverbs of manner and talk about their impact.	The student is able to locate the adverb in, for example, 'He ran away <u>quickly</u> ' and talk about what information it adds.
R4.5C	Recognise irregular past-tense verb forms, including the verb 'to be'.	The student is able to read, for example, 'They were at the market and they met their friends' and know that the verbs are in the past tense.
R4.5D	Recognise that a possessive pronoun may have the same function as a possessive determiner.	The student is able to understand, for example, that an author can use the phrasing 'That book is <u>mine</u> ' or 'That is <u>my</u> book' to achieve the same meaning.
R4.5E	Recognise that a demonstrative determiner may have the same function as a demonstrative pronoun.	The student is able to understand, for example, that an author can use the phrasing 'That is my book' or 'That is my book' to achieve the same meaning.

WRITING

WRITING: TRANSCRIPTION and PHONICS

Reference	Objective	Guidance
W4.1A	Make the correct choice from a wider range of letter patterns to represent vowels and consonants (see Appendix A).	The student is able to spell a wider range of words using different spellings for the same sound, for example, 'table', 'pencil' and 'final'.
W4.1B	Spell another 75 everyday words in the context of teacher-led dictation.	The student is able to spell a wider range of words with less-common letter patterns, for example, 'question', 'every' and 'many'.
W4.1C	Add suffixes to words ending in 'e'.	The student is able to form, for example, the word 'smiles', 'smiled' and 'smiling' from the root word 'smile'.
W4.1D	Distinguish between near-homophones.	The student is able to select and write the correct word for purpose, for example, 'brought' or 'bought'.

WRITING: VOCABULARY

Reference	Objective	Guidance
W4.2A	Use a range of adverbs (around 20) to add to descriptions.	The student is able to use appropriate adverbs to create, for example, detailed descriptions such as 'I will definitely tidy my room tomorrow.'

WRITING: COMPOSITION

Reference	Objective	Guidance
W4.3A	Organise writing so that ideas are sequenced or grouped.	The student is able to write about, for example, a pet, grouping sentences that describe firstly the pet's appearance and then what they like to do.
W4.3B	Write short stories (of around 200 words) that include brief descriptions of characters or settings.	The student is able to write, for example, a story about a party, describing what happened and who was there.
W4.3C	Write brief explanation texts of around 150 words.	The student is able to write an explanation of, for example, how a rollerball pen works.
W4.3D	Reread own writing, improving it at paragraph level.	The student is able to improve work by, for example, correcting punctuation errors and making substitutions to strengthen vocabulary or improve the precision of writing.

WRITING: HANDWRITING and WORD PROCESSING

Reference	Objective	Guidance
W4.4A	Write legibly, joining some letters.	The student is able to write a sequence of sentences unaided, joining the letters of more familiar words.
W4.4B	Know how to move a word or phrase to improve the sense of a text.	The student is able to type a sequence of sentences and after considering the sequence, for example, can cut and paste one sentence into a different position.

GRAMMAR for WRITING

Reference	Objective	Guidance
W4.5A	Say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'.	The student is able to choose an appropriate conjunction when joining two simple sentences such as 'The sun was out so/because we went for a walk'.
W4.5B	Use possessive determiners accurately in writing.	The student is able to use possessive determiners such as 'my', 'his' and 'your'.
W4.5C	Use present- and past-tense forms of irregular verbs in writing.	The student is able to choose and write, for example, 'They are at the market and they meet their friends' or 'They were at the market and they met their friends' and know which sentence is in the past tense.
W4.5D	Use adverbs of manner to add detail to verbs.	The student is able to use an adverb in a sentence (for example, 'He ran away quickly'), understanding what information it adds.
W4.5E	Use possessive pronouns accurately in writing.	The student is able to write, for example, 'That is my book' or 'Your cat is black', understanding the effects of the pronouns.
W4.5F	Write sentences showing grammatical agreement of irregular verbs (including the verb 'to be') with singular and plural nouns/pronouns.	The student is able to write, for example, 'I am running', 'You are running', 'The man is running', 'We are running', 'All of you are running' and 'The students are running'.

PUNCTUATION

Reference	Objective	Guidance
W4.6A	Use upper-case and end punctuation correctly when writing dictated sentences unaided.	The student is able to write, from unexplained dictation, for example, 'Oh no! How can we go out if it is raining?'
W4.6B	Use apostrophes to show singular possession.	The student is able to write, for example, 'the girl's book'.
W4.6C	Use inverted commas in sentences where the speaker is identified at the end of the sentence.	The student is able to write, for example, "Yes," said Nazir'.
W4.6D	Use commas to separate a list of actions.	The student is able to write, for example, 'She picked up a ball, ran out of the house and got into the car.'
W4.6E	Use a colon to introduce a list.	The student is able to write, for example, 'Dad grew: beans, cabbages, carrots and potatoes.'

YEAR 5

SPOKEN LANGUAGE

RECEPTIVE LANGUAGE

Reference	Objective	Guidance
SL5.1A	Follow a sequence of oral instructions to make or draw something.	The student is able to follow instructions on how to, for example, make a paper aeroplane.
SL5.1B	Identify the main points of an eight-to-ten-minute, well-structured talk on a familiar topic.	After listening to information about volcanoes, for example, the student can recall the sequence of events during an eruption.

EXPRESSIVE LANGUAGE

Reference	Objective	Guidance
SL5.2A	With support, give a well-structured description or narrative account.	With prompting from the teacher, the student is able to give a correctly sequenced narrative account of, for example, their day.
SL5.2B	Give simple definitions of familiar words.	The student is able to explain, for example, that 'swim' means 'move around in water'.
SL5.2C	Ask questions, make suggestions and make predictions during structured discussions.	The student is able to contribute effectively to a discussion about, for example, planning a school event, showing understanding of a sequence of events and their effects.
SL5.2D	Maintain and rehearse the role of a character in a dramatic scene.	The student is able to create a believable character in a short scene, either invented by the group or based on a story they have read or heard.
SL5.2E	Rehearse and revise a presentation on a given topic.	The student is able to participate in the construction, style and performance of a presentation.

READING

READING: WORD READING and ACCURACY

Reference	Objective	Guidance
R5.1A	Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks.	The student is able to read text including dialogue and is able to change his or her voice to indicate that someone is speaking, with an error rate of less than 10%.
R5.1B	Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.	The student is able to read, for example, the word 'sadly' based on knowledge of the root word ('sad') and the suffix ('-ly') and understand that it is describing a verb.
R5.1C	Recognise on sight common words, including those with various prefixes and suffixes.	The student is able to recognise words with prefixes and suffixes, for example, 'disappear' and 'careful', in different contexts.

READING: LITERAL COMPREHENSION

Reference	Objective	Guidance
R5.2A	Recall details of characters, events or pieces of information from texts and explain how they are linked.	The student is able to show understanding of cause and effect in a text, for example, by explaining how being good at maths was an advantage to a fiction character, or how information in one paragraph adds detail to another in non-fiction.
R5.2B	Summarise a story or sequence by retelling the main events in order.	Having read a text, the student is able to identify, for example, the main events before and after Cinderella went to the ball or the lava from a volcano struck the city. Events or information from instructions or other non-fiction texts may also be ordered.

READING: INFERENTIAL COMPREHENSION

Reference	Objective	Guidance
R5.3A	Infer the meaning of metaphors using context.	When a text says, for example, 'The ice-cream was rock hard', the student is able to infer that the ice cream was too hard to bite.
R5.3B	Infer a character's responses to events and other characters.	The student is able to infer that a character who has had a trick played on them might be reluctant to trust again.
R5.3C	Make predictions based on more obscure evidence in a text.	The student is able to interpret, for example, a chapter's cliffhanger ending such as 'Will we ever get out of here?' to predict that the characters will search for a way out in the next chapter.
R5.3D	Begin to form and explain preferences about types of text other than fiction.	The student is able to express a preference for, for example, an information text on animals rather than a fairy tale.

READING: TEXT STRUCTURE and PURPOSE

Reference	Objective	Guidance
R5.4A	Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.	When looking at a web page or other text, the student is able to use information organisers and features to pinpoint information, including web-specific features such as hyperlinks and rollovers.
R5.4B	Understand and explain how different text features can convey information.	The student is able to comment on text layout on page and screen, noting, using and explaining, for example, paragraphs, text boxes, bullet points and character names.
R5.4C	Read arguments and persuasion texts, identifying key text features and distinguishing between fact and opinion.	The student is able to recognise stylistic and presentational features that make, for example, effective adverts.

GRAMMAR for READING

Reference	Objective	Guidance
R5.5A	Identify fronted adverbials and talk about their impact.	The student is able to identify the fronted adverbial in, for example, ' <u>Quickly</u> he ran away' and explain that it presents the manner and tone of the action to be described.
R5.5B	Identify adjectives and prepositional phrases used to modify nouns.	The student is able to locate, for example, the prepositional phrase in 'We left <u>after the party</u> ' and talk about what information it adds.
R5.5C	Recognise the suffix '-ing' as the progressive form of verb, and look for the auxiliary verb 'to be' to indicate the tense.	The student is able to read, for example, 'He was swimming and now he is eating a snack', recognise the continuous action and explain the change in tense.
R5.5D	Identify relative pronouns and know they introduce relative clauses.	The student is able to point out what detail has been added by the use of relative clauses such as 'Aisha, <u>who is my best friend</u> , came to my house.'
R5.5E	Recognise demonstrative determiners and understand how they identify nouns as known.	The student is able to talk about the difference in meaning between, for example, ' <u>These</u> books are new' and ' <u>Those</u> books are new'.

WRITING

WRITING: TRANSCRIPTION and PHONICS

Reference	Objective	Guidance
W5.1A	Use 'silent' letters correctly in commonly used words (see Appendix A).	The student is able to spell words such as 'know', 'write', 'castle', 'answer' and 'sign'.
W5.1B	Spell another 100 everyday words in the context of teacher-led dictation.	The student is able to spell a wider range of words with less-common letter patterns, for example, 'decide', 'believe' and 'sentence'.
W5.1C	Add suffixes to words ending in a consonant and 'y'.	The student is able to form, for example, the words 'babies' and 'tries' from the root words 'baby' and 'try'.
W5.1D	With support, distinguish between homophones.	The student is able to select and write the correct word for purpose, for example 'piece' or 'peace', when asked specifically to focus on this distinction.
W5.1E	With support, proof-read text and correct spelling errors.	When asked to find and correct the incorrect spelling of 'piece', for example, the student can locate and correct their mistake.

WRITING: VOCABULARY

Reference	Objective	Guidance
W5.2A	Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.	The student is able to select words to modify a sentence for precision, for example, writing 'The robber broke the window' rather than 'The man hit the window'.

WRITING: COMPOSITION

Reference	Objective	Guidance
W5.3A	Begin to use paragraphs in longer pieces of writing.	The student is able to divide, for example, a description of a holiday using one paragraph for each activity or each day.
W5.3B	Write short stories (of 300–400 words) where each end links to the beginning.	The student is able to write, for example, a story about a problem, introducing the problem at the beginning and solving it at the end.
W5.3C	Write persuasive texts of around 250 words.	The student is able to write a persuasive text with the intention of convincing the reader that, for example, schools should devote Wednesdays to hobbies.
W5.3D	Evaluate and edit own writing to improve consistency.	The student is able to improve work by, for example, proposing changes to grammar, punctuation and vocabulary in order to show how paragraphs relate to one another.
W5.3E	Read aloud short sections of own writing with some preparation.	The student is able to read aloud a paragraph of a report he or she has written after rehearsing it with a teacher, speaking audibly.

WRITING: HANDWRITING and WORD PROCESSING

Reference	Objective	Guidance
W5.4A	Write in a legible and partially joined style, with evenly sized and spaced letters.	The student is able to write and present paragraphs neatly and attempting joined writing, paying attention to the ease with which a reader will be able to interpret them.
W5.4B	Compose texts on-screen, editing and improving when redrafting.	The student is able to reread a sequence of sentences he or she has just typed, checking, for example, that their vocabulary and punctuation conveys the meaning they had intended and replacing it as necessary.

GRAMMAR for WRITING

Reference	Objective	Guidance
W5.5A	Use a range of adverbials, including fronted adverbials, to join ideas.	The student is able to use adverbials such as 'later that day' and 'therefore' to link events and ideas in texts.
W5.5B	Use demonstrative determiners appropriately in writing.	The student is able to use demonstrative determiners such as 'this', 'that', 'these' and 'those'.
W5.5C	Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.	The student is able to write, for example, 'He was swimming and then he was eating a snack', understanding the continuity of tense and the effect of continuous action created by progressive verbs.
W5.5D	Use prepositional phrases to add detail to expanded noun phrases.	The student is able to use a prepositional phrase in a sentence (for example, 'We left <u>after the party</u> '), understanding what additional information it adds.
W5.5E	Use relative pronouns to introduce relative clauses in writing.	The student is able to write, for example, 'This is Aisha, <u>who is my best friend</u> ', understanding what the pronoun means and how the relative clause adds information.

W5.5F	Show grammatical agreement of irregular verbs (including the verb 'to be') with singular and plural nouns/pronouns with some accuracy across a piece of writing.	The student is able to maintain correct verb forms for a chosen subject and tense, for example, writing 'The children <u>were</u> glad. <u>They were</u> on a trip and <u>they had</u> lunch with them as <u>they brought</u> it from home.'
W5.5G	Understand where formal language is required.	The student is able to identify the difference in tone between, for example, a written report and a classroom discussion.

PUNCTUATION

Reference	Objective	Guidance
W5.6A	Use upper-case letters and end punctuation correctly in independent writing of one or two paragraphs.	The student is able to write one or two paragraphs including statements, questions and exclamations.
W5.6B	Use apostrophes to show plural possession and contractions of 'have'.	The student is able to write, for example, 'I've got the <u>girls</u> ' books' and 'They've got the books back'.
W5.6C	Use inverted commas where the speaker is identified in the middle of the sentence.	The student is able to write, for example, "“Yes,” said Obuya, “but I’m late””.
W5.6D	Use commas to show parenthesis, demarcating relative clauses and fronted adverbials.	The student is able to write, for example, 'Although I was scared, I entered the room' and 'The room, which was dark, seemed empty'.
W5.6E	Use brackets and dashes to show parenthesis, understanding that dashes are the more informal form of punctuation.	The student is able to write, for example, 'The room (which was dark) seemed empty' and 'The room – which was dark – seemed empty'.

YEAR 6

SPOKEN LANGUAGE

RECEPTIVE LANGUAGE

Reference	Objective	Guidance
SL6.1A	Follow a sequence of more detailed instructions, when these are spoken by an unfamiliar voice.	The student is able to follow instructions from, for example, a recorded audio-visual source.
SL6.1B	Identify the main points of an eight-to-ten-minute talk or audio-visual presentation and add own opinions.	After watching a short video clip about, for example, ancient Arabian treasures, the student is able to describe some of these treasures and can say which they consider to be most interesting.

EXPRESSIVE LANGUAGE

Reference	Objective	Guidance
SL6.2A	Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	The student is able explain, for example, why a book is their favourite and explain how it made them feel.
SL6.2B	Paraphrase simply to express a forgotten word or expression.	If the student can't remember the word 'igloo', for example, he or she is able to say 'a round house made of ice'.
SL6.2C	Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	The student is able to explain their ideas and preferences during a debate about, for example, planning a school event, and respond appropriately to others' opinions.
SL6.2D	Polish and present a memorised performance to an audience.	The student is able to perform consistently from memory, using appropriate tone and body language, to stay in character throughout the performance.
SL6.2E	Rehearse and give a presentation to an audience.	The student is able to present information consistently, using appropriate tone and body language throughout the presentation.

READING

READING: WORD READING and ACCURACY

Reference	Objective	Guidance
R6.1A	Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas.	The student is able to demonstrate understanding of the structure and meaning of sentences (for example, by pausing appropriately or speeding up when the meaning of the text dictates it) with an error rate of less than 10%.
R6.1B	Decode any unfamiliar words using a range of strategies, including identification of prefixes and suffixes and knowledge of word families.	The student is able to read, for example, the word 'unhappiness' based on knowledge of the root word ('happy'), the prefix ('un-') and the suffix ('-ness') and understands that it is a noun.
R6.1C	Recognise on sight high-frequency words, including homophones and near-homophones.	The student is able to distinguish between pairs of homophones and near-homophones, for example, 'piece' and 'peace'; 'bought' and 'brought', in different contexts.

READING: LITERAL COMPREHENSION

Reference	Objective	Guidance
R6.2A	Identify words and phrases from more than one place in texts, to support answers.	The student is able to justify an answer with specific evidence from the text, for example, by using statistics from a non-fiction text or quotations from fiction.
R6.2B	Distinguish between the order in which events are written and the order in which they occurred.	Having read, for example, a story with a flashback or a factual report featuring a diary extract, the student can retell events in chronological order. Events or information from instructions or other non-fiction texts may also be ordered.

READING: INFERENTIAL COMPREHENSION

Reference	Objective	Guidance
R6.3A	Infer the meaning of idiomatic language using context.	When a text says, for example, 'Rina let the cat out of the bag', the student is able to infer that Rina said something to reveal a secret.
R6.3B	Infer a character's intentions from their actions and dialogue.	The student is able to infer, for example, that, if a character says 'We'll see about that!', this implies they are determined to prove someone wrong.
R6.3C	With some guidance, make predictions by interpreting a sequence of clues in a text.	The student is able to interpret, for example, that, if a character said she felt unwell because she did not want to visit her grandparents, her deceit may be uncovered.
R6.3D	Discuss preferences with others, expressing reasons and giving recommendations.	The student is able to explain why they enjoy, for example, an online instructional text, and suggest one they have enjoyed to a friend.

READING: TEXT STRUCTURE and PURPOSE

Reference	Objective	Guidance
R6.4A	Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points.	When asked to retrieve information about, for example, a particular character, the student is able to use all available features to pinpoint relevant information quickly, and to make simple notes on it.
R6.4B	Understand the relationship between prose and page features in a variety of contexts.	The student is able to explain, for example, how a diagram conveys extra information in non-fiction text, or an illustration interprets details in fiction.
R6.4C	Read discussion, biographical and autobiographical texts, distinguishing between fact and opinion.	The student is able to explain the difference between arguments and discursive texts, recognising points of view.

GRAMMAR for READING

Reference	Objective	Guidance
R6.5A	Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.	The student is able to identify, for example, the adverb 'however' and explain that it introduces a contradiction.
R6.5B	Explain how adverbs and adverbials impact on the verb in a sentence.	The student is able to talk about what detail has been added by, for example, the adverbial phrase in 'The lightning appeared <u>with a great boom of thunder</u> .'
R6.5C	Recognise all verb tenses, including future-tense and modal verbs indicating degrees of possibility.	The student is able to explain, for example, why an author has written 'He will pass the exam' and not 'He might pass the exam'.
R6.5D	Identify all pronouns and explain how they avoid noun repetition and aid cohesion in a text.	The student is able to explain what effects the pronouns have in, for example, 'The <u>birds</u> flew. <u>They</u> flew quickly to protect <u>their</u> nests.'
R6.5E	Identify all determiners and explain how they add accuracy to and aid cohesion in a text.	The student is able to explain what effects the determiners have in, for example, 'This hat is <u>my</u> hat, but all <u>those</u> hats are <u>their</u> hats.'

WRITING

WRITING: TRANSCRIPTION and PHONICS

Reference	Objective	Guidance
W6.1A	Use knowledge of spelling rules to make the correct spelling choices (see Appendix A).	The student is able to use the rules they have been taught to spell sentences such as 'Read and write about either scene'.
W6.1B	Spell another 100 everyday words in the context of teacher-led dictation.	The student is able to spell a wider range of words with less common letter patterns, for example, 'different', 'interest' and 'ordinary'.
W6.1C	Add suffixes to words where the root word needs to be changed in other ways, such as doubling consonants.	The student is able to form, for example, the words 'clapped' and 'clapping' from the root word 'clap'.
W6.1D	Distinguish between homophones unaided.	The student is able to select and write the correct word for purpose, for example, 'piece' or 'peace'.
W6.1E	Proof-read text and correct spelling errors.	When asked to find and correct incorrect spellings, the student can locate their incorrect spelling of 'piece', for example, and correct their mistake.

WRITING: VOCABULARY

Reference	Objective	Guidance
W6.2A	Select the best word from a range of synonyms to convey more subtle differences in meaning.	The student is able to select words to modify a sentence for precision and effect, for example, writing 'The glass was smashed' rather than 'The window was broken'.

WRITING: COMPOSITION

Reference	Objective	Guidance
W6.3A	Generally use paragraphs in longer pieces of writing.	The student is able to compose a short narrative using a different paragraph for, for example, each new idea, setting or character introduced.
W6.3B	Write short stories (of around 500 words or more) using dialogue to develop character and giving additional details to interest the reader.	The student is able to write, for example, a short story in which a character is established using descriptions of their appearance, their actions and their direct speech.
W6.3C	Write around 400 words in a range of non-fiction genres, using appropriate structural and language features and considering their audience.	The student is able to recall and use the conventions of, for example, an explanation text or a set of instructions, when the form is appropriate.
W6.3D	Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired.	The student is able to improve work by, for example, proposing changes to grammar, vocabulary and punctuation in a way that varies tone and conveys some nuances in meaning.
W6.3E	Read aloud own writing with growing confidence.	The student is able to read aloud a short story he or she has written to a group, varying tone and volume appropriately.

WRITING: HANDWRITING and WORD PROCESSING

Reference	Objective	Guidance
W6.4A	Use a fast and fluent handwriting style that is legible and at least partially joined.	The student is able to write and present paragraphs neatly in joined writing, with increased ease and less concentration needed.
W6.4B	Compose texts on-screen, editing and improving throughout the process.	The student is able to monitor spelling, punctuation and vocabulary choice as each sentence is typed, making replacements, for example, to improve tone, as they progress.

GRAMMAR for WRITING

Reference	Objective	Guidance
W6.5A	Use a range of conjunctions, adverbials and prepositions to link ideas within and across paragraphs in a text.	The student is able to use prepositions such as 'before', 'after', 'with' and 'over' to aid cohesion within text. For example, 'She went for a run before breakfast.'
W6.5B	Use a range of determiners to add accuracy and aid cohesion in writing.	The student is able to select and use determiners to construct sentences such as 'This hat is my hat, but all those hats are their hats.'
W6.5C	Maintain tense consistency throughout a text when using all verb tenses (including future-tense and modal verbs).	The student is able to choose and write, for example, 'He will pass the exam' rather than 'He might pass the exam', understanding the difference in certainty and the effect of tense.
W6.5D	Use a range of adjectives, adverbs and prepositional phrases to enrich their writing.	The student is able to use, for example, an adverbial phrase in a sentence (for example, 'The lightning appeared <u>with a great boom of thunder</u> '), understanding what information it adds.
W6.5E	Use pronouns effectively to aid cohesion and avoid unnecessary repetition.	The student is able to use a range of pronouns in sentences (for example, 'The girl <u>who</u> is sitting there is <u>my</u> friend. I like <u>her</u> .'), understanding the effect of each pronoun.

W6.5F	Sustain grammatical agreement between nouns/pronouns and verbs to aid cohesion in a text.	The student is able to maintain and vary correct verb form throughout text, for example, writing 'I <u>was</u> glad. <u>We were</u> going on a trip and <u>my mum made</u> great sandwiches.'
W6.5G	Understand the difference between formal and informal language and maintain formal language where necessary.	The student is able to comment on what types of language are appropriate in formal settings and maintain these in, for example, information texts, while using less formal language for a character's dialogue.

PUNCTUATION

Reference	Objective	Guidance
W6.6A	Use upper-case, end punctuation, speech marks and commas correctly in independent writing of more than three paragraphs.	The student is able to write three or more paragraphs including statements, questions, exclamations and direct speech.
W6.6B	Use apostrophes correctly in all contractions and to show possession.	The student is able to write, for example, 'The horse keeps <u>its</u> head down because <u>it's</u> raining today.'
W6.6C	Use all speech punctuation accurately in dialogue, including inverted commas, commas, full stops, question marks and exclamation marks.	The student is able to write, for example, a correctly punctuated dialogue in a story.
W6.6D	Use commas to clarify meaning and avoid ambiguity.	The student is able to write, for example, 'Shall we eat, Gran?' rather than 'Shall we eat Gran?'.
W6.6E	Use hyphens to clarify meaning and avoid ambiguity.	The student is able to write, for example, 'It was a man-eating shark!' rather than 'It was a man eating shark!'.

APPENDIX A – LETTER SOUNDS TO BE LEARNED

PRIMARY 1

Letter/letters	Sample words – pronunciation guide only
a	at, cat, pan, man
b	boat, banana, boy, web
c/ck	cat, candle, card, duck
d	dog, duck, dig, dad
e	first vowel in elephant, egg, men, pet
f/ff	fall, feather, fish, off
g/gg	garden, girl, egg, leg
h	hand, hole, hear, behave
i	in, insect, six, big
j	jump, jar, jigsaw
k/ck	king, key, like, duck
l/ll	leaf, like, lion, bell
m	meat, mouse, make, mum
n	nest, nose, night, sun
o	on, off, octopus, dog
p	paint, pencil, put, lip
q	queen, question, quiet, quite
r	rabbit, rain, read, run
s, ss	sad, see, bus, dress
t, tt	talk, teacher, hat, putt
u	up, under, sun, bus
v	vegetables, village, visit, have
w	wave, window, wet, beware
x	box, six, mix, fox
y	young, yawn, yellow, beyond
z/zz	zoo, zip, zebra, buzz

Students should be able to:

- say the letter sound and name of each of the letters.
- read and write words made of combinations of these letters, where each letter is pronounced separately, including:
 - VC (vowel consonant) words such as am, egg, in, on and up.
 - CVC (consonant vowel consonant) words such as pat, pet, pit, pot and putt.
 - CCVC (consonant consonant vowel consonant) words such as clap, dress, swim, frog and drum.
 - CVCC (consonant vowel consonant consonant) words such as hand, desk, milk, soft and jump.

PRIMARY 2

Letter/letters	Sample words – pronunciation guide only
Revise all Primary 1 letter sounds, and learn digraphs and trigraphs (two or three letters representing one sound):	
ch	chin, chick, lunch
sh	shop, shell, fish
th	thumb, thank, cloth
wh	whale, wheel, when
ng	bang, ring, strong
ai	rain, snail, paint
ee	week, three, teeth
igh	high, light, bright
oa	road, goat, throat
oo	moon, spoon, tooth
oo	book, foot, look
or	for, fork, sport
ar	art, car, shark
ur	curl, nurse, burnt
ow	owl, cow, town
oi	oil, point, voice
air	air, pair, chair
ear	ear, near, fear
er (at the end of words)	butter, flower, potter
u	up, under, sun
v	vegetables, village, have
w	wave, window, wet
x	box, six, fox
y	young, yawn, beyond
z, zz	zoo, zebra, buzz

Students should be able to:

- say all the sounds in a one-syllable word.
- blend sounds together to read a one-syllable word.
- read and spell one way of representing every sound in English.
- form plurals of nouns where the root word doesn't change.

PRIMARY 3

Letter/letters	Sample words – pronunciation guide only
Revise all Primary 2 digraphs and trigraphs, and learn new digraphs and trigraphs:	
ai, ay, a-e, eigh	train, play, cake, eight
ee, ea, ie	three, leaf, chief
ie, igh, i-e, y	pie, light, bike, sky
oa, ow, oe, o-e	road, grow, toe, nose
oo, u-e, ue, ew	moon, rule, blue, drew
oo	book
or, ore, aw, au, al	fork, store, saw, sauce, ball
ar	car
ir, ur, er	girl, nurse, fern
ou, ow	house, cow
oi, oy	point, boy
air, are	chair, stare
eer, ear	deer, ear
dge, ge, g	badge, age, giraffe
tch	catch
s, ss, c, sc	snakes, dress, race, science
Also, learn new ways of pronouncing and use in spelling:	
a	apron, about, want
o	other, love, Monday
ea	bread, head
ear	pear, wear
y, ey	very, donkey

Students should be able to:

- split a two- or three-syllable word into syllables.
- read words using the full range of new spelling patterns.
- represent all of the sounds in a word.
- add ‘-ing’, ‘-ed’ and ‘-s’ to verbs where the root word doesn’t change.

PRIMARY 4

Spelling pattern	Sample words
Revise all of Primary 3 spelling patterns and the following:	
le, il, al, el	table, pencil, animal, towel
ar	warm
or	word
tion, shion	station, cushion

Students should be able to:

- know the rules for adding ‘-ing’, ‘-ed’ and ‘-s’ to verbs, including when to double letters and when to omit the final ‘e’.
- begin to make choices about which spelling pattern to use when representing each sound.

PRIMARY 5

Spelling pattern	Sample words
Revise all of Primary 4 spelling patterns and the following:	
silent letters	write, knee, gnaw
ou	young
y	myth
sure, ture	measure, nature
tion, sion, ssion, cian	invention, comprehension, discussion, musician
ch	chemistry, chef
sc	science
eigh, ei, ey	eight, vein, they

Students should be able to:

- know the rules for adding ‘-ing’, ‘-ed’ and ‘-s’ including after ‘t’.
- make more correct choices to about how to represent sounds when spelling words.
- identify stressed and unstressed vowels and syllables.

PRIMARY 6

Spelling pattern	Sample words
Revise all of Primary 5 spelling patterns and the following:	
cial, tial	official, essential
ant, ent; ance, ence	hesitant, innocent; hesitance, innocence
ible, able	possible, enjoyable
ough	although, enough, cough, through, plough, thought, thorough
'silent' letters	doubt, island, lamb, autumn, thistle

Students should know rules for:

- adding vowel suffixes.
- adding consonant suffixes.
- adding prefixes (including 'in-', 'im-', 'il-', 'ir-').
- making more consistently correct choices to about how to represent sounds when spelling words.

APPENDIX B – TECHNICAL LANGUAGE TO BE USED AND LEARNED

PRIMARY 1

Technical language
letter
alphabet
sound
letter name
word

PRIMARY 2

Technical language
capital letter
alphabetical order
sentence
full stop, question mark
singular, plural
noun, verb
instructions, story

PRIMARY 3

Technical language
syllable
adjective
phrase
tense, past tense, present tense
pronoun
statement, question, command, exclamation
apostrophe
contraction
exclamation mark
suffix
report/report text

PRIMARY 4

Technical language
adverbial
conjunction
regular/irregular
determiner
possession
possessive determiner
possessive pronoun
explanation/explanatory text
clause, main clause, subordinate clause

PRIMARY 5

Technical language
auxiliary verb
fronted adverbial
relative pronoun, relative clause
grammatical agreement
progressive
demonstrative/possessive pronoun
demonstrative/possessive determiner
quantifier
preposition
prefix
suffix
persuasion/persuasive text

PRIMARY 6

Technical language
cohesion
modal verb
future tense
inverted commas/speech marks
homophone
synonym
dialogue