English

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link to the English National Curriculum. For more detail about linked subject progression within the EYFS Framework, please refer to **these documents**.

Reading

Children at the expected level of development will:

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Anticipate (where appropriate) key events in stories.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistent with their phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.

Year 1 National Curriculum Expectations

- During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

- Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their

vocabulary.

- Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

- Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

- Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

- Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Year 2 National Curriculum Expectations

- By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

- During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

- In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

- It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

- For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Lower Key Stage 2 National Curriculum Expectations

- By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

- Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

- Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

- Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

- As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

- Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Upper Key Stage 2 National Curriculum Expectations

- By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

- They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.
- Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

- During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

- It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

- By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

- Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Intent:

At Cookridge Primary School, we have created a high quality English curriculum that ignites curiosity and revolves around the ethos of lifelong learning. Our enriching English curriculum provides a secure basis in English skills that is crucial to a high quality education that will give our children the tools they need to participate fully as a member of society and for future learning at secondary school in any subject.

Reading

We develop and instill a love of reading from an early age to enable pupils to become confident, enthusiastic and fluent readers who select texts for purpose and pleasure and who read widely and often with confidence. Phonics is emphasised in the early teaching of reading to beginners when they start school and continues into Key Stage One. Reading materials are built upon quality picture books, stimulating novels and non-fiction texts and engaging poetry. Pupils gain knowledge through high quality cross-curricular texts and reading under pinning all aspects of our wider curriculum.

Writing

We nurture pupils to be eloquent and articulate speakers and writers, who use a wide and purposeful vocabulary. Oracy is an integral part of our writing process and we inspire children to be confident in the art of speaking and listening to communicate effectively, participate in discussions and further their learning. We create a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of audiences in a variety of genres through having the opportunity to investigate and experiment with the English language.

Implementation

- From Year 1 to Year 6, Reading and Writing frameworks have been developed to ensure teaching is taught in order that allows children to build on their prior knowledge in a logical order. It is our belief that each step of the framework underpins the core foundations of learning in reading and writing. These frameworks are clearly evident on the English subject guidance page for each year group which allows all stakeholders of Cookridge Primary School access.
- At Cookridge Primary School, we use Twinkl Phonics to inform all of our planning. Teachers will look at the Twinkl levels to ensure pitch and order of teaching is accurate. They will then build on these using other resources to ensure there is elements of oracy, reading and it is embedded into their writing across all areas of the curriculum.
- Teachers will develop tabletops that allows pupils to independently access all English learning and teaching and support staff will then target children where additional support is needed. Improvement Challenges (ICs) will then be used to fill prior gaps that may have been identified and Mastery Challenges (MCs) will be used to give children additional challenge where they have successfully met an objective.
- In addition to this, we believe that regular revisiting of fluency objectives, internalises the basics of learning so that a child has a greater capacity to retain new learning at a greater depth.
- Through regular book scrutiny, observations and assessment, we are able to ensure that English is being pitched and taught accurately across the primary phase and that all of the above is in place for all children. This ensures that there is a consistency in the approach to teaching English and therefore provides pupils with the best opportunity to succeed.
- The English leads works collaboratively with other members of the trust where we are able to moderate and share new strategies.

Impact

- Measure against last national data (Considering impact of COVID-19) - 2019 KS1 results above national - Writing - 80%
- Measure against last national data (Considering impact of COVID-19) - 2019 KS2 results above national – Reading - 71%,
- Measure against last national data (Considering impact of COVID-19) - 2019 KS2 greater depth above national – Writing - 21%
- Measure against last national data (Considering impact of COVID-19) - 2019 KS2 greater depth above national – Reading -30%
- What is the subject performance like? – Data and triangulation activities – internal and external
- Analyse performance of different group using the Subject crib sheet
- Who are your children of focus and why? – Subject crib sheet
- Can you measure impact and clearly state the subject Intent as a truth? – Our intent for this subject is a reality because…

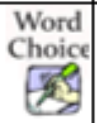
Cookridge Primary School: Year 1 Objectives - Reading

Basic Skills (Fluency) by the end of Year 1:				Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	D1	I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Develop pleasure in reading and motivation to read.						
	D2	I can accurately read aloud books that are consistent with their developing phonics, re-reading these books to build up their fluency and confidence in word reading.							
	D3	I can use **some** Phase 5 phonemes in phonically decodable, irregular and nonsense words, using embedded strategies (Phoneme fingers) for reading.							
	D4	I can accurately read **most** common exception words (Year 1).							
	D5	I can read many words of more than one syllable that contain taught GPCs.							
	D6	I can **respond speedily** to all Phase 5 Phonics and where applicable, alternative sounds for graphemes.							
	D7	I can note unusual correspondences between spelling and sound and where these occur in the word.							
	D8	I can read many words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.							
	D9	I can read ***some*** words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).							
Key Learning for Secure - Comprehension				Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	C1	I can draw on knowledge of vocabulary to understand texts.							
Retrieve	C2	I can retrieve and record key details from fiction and non-fiction texts, such as characters, events and information.							
Sequence	C3	I can identify, explain and order the sequence of events in texts.							
Infer	C4	I can make simple inferences from the text							
Predict	C5	I can predict what might happen on the basis of what has already happened.							

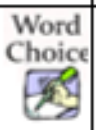
Cookridge Primary School: Year 2 Objectives - Reading

Basic Skills (Fluency) by the end of Year 2:			Develop pleasure in reading and motivation to read.	Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	D1	I know and use my Year 1 phonics objectives securely.							
	D2	I can use **most** Phase 5 phonemes in phonically decodable, irregular and nonsense words, using embedded strategies (Phoneme fingers) for reading.							
	D3	I can accurately read aloud books that are consistent with their developing phonics, re-reading these books to build up their fluency and confidence in word reading.							
	D4	I can sound out ***most*** unfamiliar words accurately.							
	D5	I can read ***most*** common exception words (Year 2).							
	D6	I can accurately read ***most*** words of two or more syllables.							
	D7	I can read ***most*** words containing common suffixes*							
	D8	I can sound out ***most*** unfamiliar words accurately, without undue hesitation.							
	D9	I can read words accurately and fluently without overt sounding and blending, e.g. at over **90 words per minute at the age expected book band level.**							
Key Learning for Secure - Comprehension				Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	C1	I can draw on knowledge of vocabulary to understand texts.							
Retrieve	C2	I can retrieve and record key details from fiction and non-fiction texts, such as characters, events and information.							
Sequence	C3	I can identify, explain and order the sequence of events in texts.							
Infer	C4	I can make simple inferences from the text.							
Predict	C5	I can predict what might happen on the basis of what has already happened.							

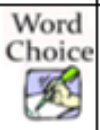
Cookridge Primary School: Year 3 Objectives - Reading

Basic Skills (Fluency) by the end of Year 3:				Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	D1	I know and use my Key Stage One phonics objectives securely.							
	D2	I can apply my growing knowledge of root words, prefixes and suffixes ***some*** of the time.							
	D3	I can read **some** common exception words (Years 3&4).							
	D4	I can read words accurately and fluently without overt sounding and blending, at over **90 words per minute at the age expected book band level.**							
Key Learning for Secure - Comprehension			Develop pleasure in reading and motivation to read.	Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	C1	I can give/explain the meaning of words in context ***some*** of the time.							
Retrieve	C2	I can accurately retrieve and record information/key details from fiction and non-fiction texts ***some*** of the time.							
	C3	I can accurately summarise main ideas from more than one paragraph ***some*** of the time.							
Infer	C4	I can make accurate inferences from the text/explain and justify inferences with evidence from the text ***some*** of the time.							
Predict	C5	I can accurately predict what might happen from details stated and implied ***some*** of the time.							
	C6	I can accurately identify/explain how information is related and contributes to meaning as a whole ***some*** of the time.							
	C7	I can accurately identify/explain how meaning is enhanced through choice of words and phrases ***some*** of the time.							
	C8	I can make accurate comparisons within the text ***some*** of the time.							

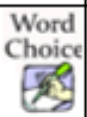
Cookridge Primary School: Year 4 Objectives - Reading

Basic Skills (Fluency) by the end of Year 4:				Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	D1	I know and use my Key Stage One phonics objectives securely.							
	D2	I can apply my growing knowledge of root words, prefixes and suffixes ***most*** of the time.							
	D3	I can read **most** common exception words (Years 3&4).							
	D4	I can read words accurately and fluently without overt sounding and blending, at over **90 words per minute at the age expected book band level.**							
Key Learning for Secure - Comprehension				Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	C1	I can give/explain the meaning of words in context ***most*** of the time.	Develop pleasure in reading and motivation to read.						
Retrieve	C2	I can accurately retrieve and record information/key details from fiction and non-fiction texts ***most*** of the time.							
	C3	I can accurately summarise main ideas from more than one paragraph ***most*** of the time.							
Infer	C4	I can make accurate inferences from the text/explain and justify inferences with evidence from the text ***most*** of the time.							
Predict	C5	I can accurately predict what might happen from details stated and implied ***most*** of the time.							
	C6	I can accurately identify/explain how information is related and contributes to meaning as a whole ***most*** of the time.							
 Word Choice	C7	I can accurately identify/explain how meaning is enhanced through choice of words and phrases ***most*** of the time.							
Compare	C8	I can make accurate comparisons within the text ***most*** of the time.							

Cookridge Primary School: Year 5 Objectives - Reading

Basic Skills (Fluency) by the end of Year 5:				Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	D1	I know and use my Year 3/4 phonics objectives securely.							
	D2	I can accurately read **some** common exception words (Years 5&6).							
	D3	I can read words accurately and fluently without overt sounding and blending, at over **90 words per minute at the age expected book band level,** applying their growing knowledge of root words, prefixes and suffixes							
Key Learning for Secure - Comprehension				Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	C1	I can give/explain the meaning of words in context ***some*** of the time.	Develop pleasure in reading and motivation to read.						
Retrieve	C2	I can accurately retrieve and record information/key details from fiction and non-fiction texts ***some*** of the time.							
	C3	I can accurately summarise main ideas from more than one paragraph ***some*** of the time.							
Infer	C4	I can make accurate inferences from the text/explain and justify inferences with evidence from the text ***some*** of the time.							
Predict	C5	I can accurately predict what might happen from details stated and implied ***some*** of the time.							
	C6	I can accurately identify/explain how information is related and contributes to meaning as a whole ***some*** of the time.		.					
	C7	I can accurately identify/explain how meaning is enhanced through choice of words and phrases ***some*** of the time.							
	C8	I can make accurate comparisons within the text ***some*** of the time.							

Cookridge Primary School: Year 6 Objectives – Reading

Basic Skills (Fluency) by the end of Year 6:				Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	D1	I know and use my Year 3/4 phonics objectives securely.							
	D2	I can accurately read **most** common exception words (Years 5&6).							
	D3	I can read words accurately and fluently without overt sounding and blending, at over **90 words per minute at the age expected book band level,** applying their growing knowledge of root words, prefixes and suffixes							
Key Learning for Secure - Comprehension				Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
	C1	I can give/explain the meaning of words in context ***most*** of the time.	Develop pleasure in reading and motivation to read.						
Retrieve	C2	I can accurately retrieve and record information/key details from fiction and non-fiction texts ***most*** of the time.							
	C3	I can accurately summarise main ideas from more than one paragraph ***most*** of the time.							
Infer	C4	I can make accurate inferences from the text/explain and justify inferences with evidence from the text ***most*** of the time.							
Predict	C5	I can accurately predict what might happen from details stated and implied ***most*** of the time.							
	C6	I can accurately identify/explain how information is related and contributes to meaning as a whole ***most*** of the time.		.					
 Word Choice	C7	I can accurately identify/explain how meaning is enhanced through choice of words and phrases ***most*** of the time.							
Compare	C8	I can make accurate comparisons within the text ***most*** of the time.							

Cookridge Primary School: Year 1 Objectives - Writing

Basic Skills (Fluency) by the end of Year 1:			Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
1. **Most** lower case, capital letters and numerals (0-9) are formed in the correct direction, starting and finishing in the right place.								
2. Be able to use Phase 5 phonemes in phonically decodable, irregular and nonsense words, using embedded strategies (Phoneme fingers) for spelling.								
3. **All Phase 5** Phonics have to be in place.								
4. Spell **most** common exception words (Year 1).								
5. **Independently**, construct correctly formed simple sentences with capital letters and full stops.								
Key Learning for Secure			Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
Phonics	P1	Identify known phonemes and graphemes in unfamiliar words.						
	P2	Segmenting spoken words into sounds before choosing graphemes to represent the sounds.						
	P3	Know how the prefix un can be added to words to change meaning.						
	P4	Use letter names to show alternative spellings of the same phoneme.						
	P5	Use the suffixes: s, es, ed, er and ing within their writing.						
	P6	Use the spelling rule for adding s or es for verbs in 3rd person singular.						
Handwriting	H1	Most lower case, capital letters and numerals (0-9) are formed in the correct direction, starting and finishing in the right place.						
Grammar, Punctuation and Composition	GPC1	Children can correctly sequence words in a simple sentence, knowing the difference between lines of writing and sentences.						
	GPC2	Punctuate sentences using a capital letter and a full stop in **most** sentences.						
	GPC3	Sequence sentences in chronological order to recount an event or an experience or to form short narratives.						
	GPC4	Re-read what they have written, making sure finger spaces are evident, to check that it makes sense.						
	GPC5	Use 'and' to join sentences together.						
	GPC6	**Sometimes** punctuate sentences using a question mark or exclamation mark.						

All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches.

Cookridge Primary School: Year 2 Objectives - Writing

Writing - POS - Year 2

The following objectives need to be secured in a range of different writing genres and contexts for different audiences.

All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches

Basic Skills (Fluency) by the end of Year 2:			Baseline	Aut 2	Spr 2	Final
Fluency	F1	Form lower case, capital letters and numerals (0-9) in the correct direction, starting and finishing in the right place.				
	F2	Be able to use Phase 5 phonemes (within context), in phonically decodable, irregular and nonsense words using embedded strategies (Phoneme fingers) for spelling.				
	F3	Alternative spellings for phonemes.				
	F4	Spell most common exception words (Year 2).				
	F5	Independently construct correctly formed simple and compound sentences with capital letters and full stops.				
Key Learning for Secure (Expected)			Baseline	Aut 2	Spr 2	Final
Phonics	P1	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.				
Handwriting	H1	Writing capital and lower-case letters and digits of the correct size, orientation and relationship to one another, including ascenders and descenders, leaving the correct size spacing between words.				
Grammar, Punctuation and Composition	GPC1	Using sentences with different forms in their writing (Statements).				
	GPC2	Using sentences with different forms in their writing (Questions).				
	GPC3	Using present and past tense mostly correctly and consistently.				
	GPC4	Using co-ordination (or / and / but) and some subordination (when / if / that / because).				
Key Learning for Secure (Greater Depth)			Baseline	Aut 2	Spr 2	Final
Phonics	P2	Adding suffixes to spell some words correctly in their writing e.g. –ment, -ness, -ful, -less, -ly.				
Handwriting	H2	Using the diagonal and horizontal strokes needed to join letters in some of their writing.				
Grammar, Punctuation and Composition	GPC5	use the punctuation taught at key stage 1 mostly correctly - use the punctuation taught at key stage 1 mostly correctly - e.g. contracted form, homophones, possessive apostrophe				
	GPC6	Using some expanded noun phrases to describe and specify.				
	GPC7	make simple additions, revisions and proof-reading corrections to their own writing				

Cookridge Primary School: Year 3 Objectives - Writing

The following objectives need to be secured in a range of different writing genres and contexts for different audiences.

All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches and then plan, recording ideas.

Basic Skills (Fluency) by the end of Year 3:	Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
1. Make sure key skills from KS1 are still being applied before moving on.						
2. Spelling patterns and syllables strategies.						
3. Spell **some** identified commonly misspelt words from Year 3 and 4 word list.						
4. Use and understand **most** of the grammatical terminology in English Appendix 2 for Year 3.						
5. Suggest improvements to writing through changes in grammar and vocabulary and assessing writing with peers assessment.						

		Key Learning for Secure	Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
Grammar, Punctuation and Spelling	GPS1	To spell **some** words with additional prefixes and suffixes and understand how to add them to root words, for example form nouns using super, anti, auto - ation, ous, ion,ian.						
	GPS2	To spell **some** homophones and near homophones correctly.						
	GPS3	Use **some** appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.						
	GPS4	To use **some** inverted commas to punctuate direct speech.						
	GPS5	**Some** use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].						
Handwriting	H1	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.						
Composition	C1	**Introduction** to paragraphs as a way to group related material.						
	C2	Uses fronted adverbials correctly **some** of the time, including the use of a comma. For example: Later that day, I went shopping.						
	C3	**Sometimes** uses a wider range of conjunctions, including when, if, because, although.						
	C4	I can **sometimes** use a range of sentences with more than one clause.						
	C5	Uses expanded noun phrases, using two adjectives with a comma when necessary, to add further detail.						
	C6	Discuss and write narratives (with a **clear structure**, **setting**, **characters** and **plot**) and non-narratives using **organisational devices** such as headings and sub-headings.						

Cookridge Primary School: Year 4 Objectives - Writing

The following objectives need to be secured in a range of different writing genres and contexts for different audiences.

Basic Skills (Fluency) by the end of Year 4:	Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
1. Make sure key skills from Year 3 are still being applied before moving on.						
2. Spelling patterns and syllables strategies.						
3. Spell **most** identified commonly misspelt words from Year 3 and 4 word list.						
4. Use and understand **most** of the grammatical terminology in English Appendix 2 for Year 4.						
5. Suggest improvement to writing through changes in grammar and vocabulary and assessing writing with peers assessment.						

All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches and then plan, recording ideas.

		Key Learning for Secure	Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
Grammar, Punctuation and Spelling	GPS1	Spell words with additional prefixes and suffixes and understand how to add them to root words, for example ation, ous, ion, ian, super, anti, auto.						
	GPS2	To spell **most** homophones and near homophones correctly.						
	GPS3	Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.						
	GPS4	Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials.						
	GPS5	**Mostly** uses forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].						
Handwriting	H1	Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch						
Composition	C1	Paragraphs are organised around a theme and open with topic sentences.						
	C2	Uses fronted adverbials correctly **most** of the time, including the use of a comma. For example: Later that day, I went shopping.						
	C3	Uses a wider range of conjunctions **most** of the time, including when, if, because, although.						
	C4	To use a range of sentences with more than one clause.						
	C5	Uses expanded noun phrases with modifying adjectives and prepositional phrases, for example, The strict teacher with curly hair.						
	C6	Discuss and write narratives (with a **clear structure**, **setting**, **characters** and **plot)** and non-narratives using **organisational devices** such as headings and sub-headings.						

Cookridge Primary School: Year 5 Objectives - Writing

The following objectives need to be secured in a range of different writing genres and contexts for different audiences.

Basic Skills (Fluency) by the end of Year 5:	Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
1. Make sure key skills from Year 4 are still being applied before moving on.						
2. Formation of letters (joining).						
3. Spelling patterns and syllables strategies.						
4. Spell identified commonly misspelt words from Year 5 and 6 word list.						
5. Understand the general rules for adding prefixes and suffixes - suffix, for example, ate, ise, ify prefixes, for example, dis, de, mis, over and re.						
6. Grammar goal of the week (See GPS coverage below and NC).						
7. Suggest improvement to writing through - changes in grammar and vocabulary and assessing writing with peers assessment.						

Key Learning for Secure			Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
Grammar, Punctuation and Spelling	GPS1	Distinguish between homophones and other words which are often confused.						
	GPS2	Spell some words with silent letters, e.g. knight, psalm, solemn.						
	GPS3	Ensure the consistent and correct use of tense throughout a piece of writing.						
	GPS4	Ensure correct subject and verb agreement when using singular and plural.						
	GPS5	Distinguish between the formal and informal language of speech and writing.						
	GPS6	Use modal verbs or adverbs to indicate degrees of possibility.						
	GPS7	Use brackets, dashes or commas to indicate parenthesis.						
Handwriting	H1	Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.						
Composition	C1	Know the intended audience and purpose of the writing.						
	C2	Use sentence starters to highlight the main idea.						
	C3	Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.						
	C4	Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.						
	C5	Establish viewpoint as the writer by developing characters through action and dialogue.						
	C6	Choose vocabulary and grammar to engage and impact on the reader.						
	C7	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.						
	C8	Add well-chosen detail to interest the reader.						
	C9	Proof-read for spelling and punctuation errors, assessing the effectiveness of their own and others writing suggesting changes to vocabulary, grammar and punctuation.						

All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches and then plan, recording ideas.

Cookridge Primary School: Year 6 Objectives - Writing

Writing - POS - Year 6

The following objectives need to be secured in a range of different writing genres and contexts for different audiences.

National Frameworks for KS2 Writing:				Baseline	Aut 2	Spr 2	Final
Working Towards the expected standard	Wts1	Write for a range of purposes	All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches				
	Wts2	Use paragraphs to organise ideas					
	Wts3	In narratives, describe settings and characters					
	Wts4	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)					
	Wts5	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly					
	Wts6	Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*					
	Wts7	Write legibly.					
Working at the Expected standard	Exp 1	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)					
	Exp 2	In narratives, describe settings, characters and atmosphere					
	Exp 3	Integrate dialogue in narratives to convey character and advance the action					
	Exp 4	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)					
	Exp 5	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs					
	Exp 6	Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)					
	Exp 7	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary					
	Exp 8	Maintain legibility in joined handwriting when writing at speed. 2					
Working at Greater Depth	GDS 1	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)					
	GDS 2	Distinguish between the language of speech and writing3 and choose the appropriate register					
	GDS 3	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this					
	GDS 4	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity ^					