GRAMMAR

Year 1/2 objective
Year 1 objective
Year 2 objective

School selection (year group, class, cycle, etc.)	Fiction, Non-fiction or Poetry		leaving spaces between words (Y1)	combining words to make sentences (Y1)	joining words and clauses/sentences using *and* (Y1)	punctuate sentences using a capital letter and a full stop, question mark or exclamation	punctuate sentences using a capital letter and a full stop, question mark or exclamation	punctuate sentences using a capital letter and a full stop, question mark or exclamation	letter for names of people, places, the days of the week, and the personal	use both familiar and new punctuation correctly (see English	use both familiar and new punctuation correctly (see English	use both familiar and new punctuation correctly (see English
			spaces	**combining words**	**and**	**capitals, full stops: sentence punctuation**	**question marks: sentence punctuation**	**exclamation marks: sentence punctuation**	**capital letters**	**capitals, full stops: sentence punctuation REVISION**	**question marks: sentence punctuation REVISION**	**exclamation marks: sentence punctuation REVISION**
A1	Fiction	Dear Mother Goose	X	X	X	X	X		X			
A1	Fiction	Daisy Doodles	X	X	X	X				X		
A2	Non-fiction	Playing with Friends	X	X	X	X		X		X		X
A2	Non-fiction	Snow in the Garden	X		X	X				X		
Sp1	Fiction	Boa's Bad Birthday	X	X	X	X	X		X			
Sp1 / 2	Non-fiction	The Book of Cars and Trucks	X	X	X	X	X		X	X	X	
Sp2	Fiction	The Three Little Pigs	X	X		X			X	X		
Su 1	Non-fiction	I Don't Like Snakes			X	X			X	X		
Su 1	Non-fiction	This Is How We Do It				X			X	X		
Su 2	Poetry	I Love Bugs	X		X	X				X		
Su 2	Fiction	Mrs Armitage and the Big Wave				X			X			
		No. sequences covering objective:	8	6	8	11	3	1	7	8	1	1

using commas to separate items in a list (Y2)	apostrophes for contracted form and the possessive (singular), e.g. *the girl's*	apostrophes for contracted form and the possessive (singular), e.g. *the girl's*	different forms: statement, question, exclamation, command (Y2) (understanding	different forms: statement, question, exclamation, command (Y2) (understanding	different forms: statement, question, exclamation, command (Y2) (understanding	different forms: statement, question, exclamation, command (Y2) (understanding	phrases to describe and specify, e.g. *the blue butterfly, plain flour, the man in the*	the present and past tenses correctly and consistently throughout writing (Y2)	form of verbs in the present and past tense to mark actions in progress (e.g. *she is*	form of verbs in the present and past tense to mark actions in progress (e.g. *she is*	subordination (*when, if, that, because*) and coordination (*or, and, but*) (Y2)	subordination (*when, if, that, because*) and coordination (*or, and, but*) (Y2)	some features of written standard English (Y2)	grammar terminology in English Appendix 2 in discussing their writing (Y1)	understand the grammar terminology in English Appendix 2 in discussing their
commas for lists	**apostrophes for contractions**	**apostrophes for singular possession**	**statements: sentence types**	**questions: sentence types**	**exclamations : sentence types**	**commands: sentence types**	**expanded noun phrases**	**present and past tense**	**present progressive**	**past progressive**	**subordinating conjunctions**	**coordinating conjunctions**	**written standard English**	**Y1 grammar terminology**	**Y2 grammar terminology**
				X							X	X		X	X
							X							X	X
			X		X			X	X	X			X		
			X			X									
x			X	X				X			X	X			
							X	X					X	X	
							X				X	X			
	X						X	X							
							X								
								X	X						

1	1	0	3	2	1	1	5	5	2	1	3	3	2	3	2

WRITING (COMPOSITION)

write sentences by: saying out loud what they are going to write about (Y1)	write sentences by: composing a sentence orally before writing it (Y1)	write sentences by: sequencing sentences to form short narratives (Y1)	write sentences by: re-reading what they have written to check that it makes sense (Y1)	they are going to write before beginning by: planning or saying out loud what they are	they are going to write before beginning by: writing down ideas and/or key words, including	they are going to write before beginning by: encapsulating what they want to say, sentence	attitudes towards and stamina for writing by: writing narratives about	attitudes towards and stamina for writing by: writing about real events (Y2)	attitudes towards and stamina for writing by: writing poetry (Y2)	attitudes towards and stamina for writing by: writing for different	additions, revisions and corrections to their own writing by: evaluating their writing with	additions, revisions and corrections to their own writing by: re-reading to check that their	additions, revisions and corrections to their own writing by: proofreading to check for
planning: talking about ideas for writing	**rehearsing sentences orally**	**sequencing sentences (narratives)**	**re-reading sentences to check sense**	**planning: ideas for writing**	**planning: writing ideas and key words**	**planning sentences**	**writing narratives, real and fictional experiences**	**writing about real events**	**writing poetry**	**writing for different purposes**	**evaluating writing**	**editing: re-reading writing, checking verbs**	**editing: proofreading for spelling, grammar & punctuation**
X	X	X	X	X		X	X			X		X	X
X	X	X	X	X	X	X	X					X	X
X	X		X	X	X	X		X		X	X	X	X
X	X		X	X	X	X		X		X			
X	X	X	X										
X	X		X	X	X	X							
X	X	X	X	X	X	X	X			X	X	X	X
X	X		X	X	X			X		X	X		X
X	X	X	X	X	X	X		X		X	X	X	X
X	X		X	X	X	X			X			X	X
X	X	X	X	X	X	X	X					X	X
11	11	6	11	10	9	9	4	4	1	7	5	8	9

READING (COMPREHENSION)

discuss what they have written with the teacher or other pupils (Y1)	read aloud their writing clearly enough to be heard by their peers and the teacher (Y1)	they have written with appropriate intonation to make the meaning clear
evaluating: discussing own writing	**sharing writing: reading writing aloud**	**reading writing with intonation**
	X	X
X		
X	X	
X		
X	X	X
X		
X	X	X
	X	X
6	5	4

in reading, motivation to read, vocabulary and understanding by: listening to	in reading, motivation to read, vocabulary and understanding by: listening to,	in reading, motivation to read, vocabulary and understanding by: being	in reading, motivation to read, vocabulary and understanding by: discussing	in reading, motivation to read, vocabulary and understanding by: becoming	in reading, motivation to read, vocabulary and understanding by: becoming	in reading, motivation to read, vocabulary and understanding by: being	in reading, motivation to read, vocabulary and understanding by: recognising	in reading, motivation to read, vocabulary and understanding by: recognising	in reading, motivation to read, vocabulary and understanding by: discussing	in reading, motivation to read, vocabulary and understanding by: learning to
reading a range	**responding, expressing views**	**responding: linking to experiences**	**sequence of events**	**knowing common features / blueprints**	**retelling familiar stories**	**non-fiction books**	**joining in with phrases**	**common literary language**	**favourite words amd phrases**	**enjoying and learning rhymes and poems**
X				X	X		X			X
X		X	X				X		X	X
X		X	X			X				
X	X	X								
X		X		X			X			
X	X	X	X			X				
X	X		X	X	X		X		X	
		X	X			X				
X		X	X			X				
X	X	X					X		X	X
X	X		X				X			
10	5	8	7	3	2	4	6	0	3	3

in reading, motivation to read, vocabulary and understanding by: continuing to	in reading, motivation to read, vocabulary and understanding by: discussing	in reading, motivation to read, vocabulary and understanding by: discussing	the books they can already read accurately and fluently and those they listen to by: drawing	the books they can already read accurately and fluently and those they listen to by: checking	the books they can already read accurately and fluently and those they listen to by: discussing	the books they can already read accurately and fluently and those they listen to by: making	the books they can already read accurately and fluently and those they listen to by: answering	the books they can already read accurately and fluently and those they listen to by: predicting	discussion about what is read to them, taking turns and listening to what others say (Y1)	discussion about books, poems and other works that are read to them and those that they can	explain clearly their understanding of what is read to them (Y1)	discuss their understanding of books, poems and other material, both those that they
learning and reciting poetry	**discussing word meanings**	**discussing and clarifying word meanings**	**using reading strategies for comprehension**	**reading strategies: monitoring meaning making**	**summarising: explaining title and events**	**making inferences**	**asking and answering questions**	**predicting**	**reading discussion**	**reading discussion**	**justifying: explain understanding**	**justifying: explain understanding**
X	X	X				X	X	X				
	X	X			X	X			X	X		
	X	X	X	X			X					
			X					X	X		X	
	X	X	X	X			X					
	X	X	X			X	X		X	X	X	
	X	X	X				X				X	X
	X	X	X		X	X	X		X		X	
X	X	X	X									
			X		X	X						
2	8	8	8	2	3	5	6	2	4	2	4	1

SPOKEN

listen and respond appropriately to adults and their peers
X
X
X
3

J LANGUAGE

ask relevant questions to extend their understanding and knowledge	use relevant strategies to build their vocabulary	articulate and justify answers, arguments and opinions	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	speak audibly and fluently with an increasing command of Standard English	participate in discussions, presentations, performances, role play, improvisations and debates	gain, maintain and monitor the interest of the listener(s)	consider and evaluate different viewpoints, attending to and building on the contributions of others	select and use appropriate registers for effective communication
							X			
		X					X			
X	X					X				
							X	X		
			X							
X	X	X								
		X		X			X			
X	X	X								X
X	X		X		X		X		X	
							X			
X										

5	4	4	2	1	1	1	6	1	1	1