GRAMMAR

School selection (year group, class, cycle, etc.)	Fiction, Non-fiction or Poetry		leaving spaces between words (Y1)	combining words to make sentences (Y1)	and clauses/sentences using *and*	punctuate sentences using a capital letter	punctuate sentences using a capital letter	punctuate sentences using a capital letter	letter for names of people, places, the days	use both familiar and new	use both familiar and new	use both familiar and new
			constructing sentences	*constructing sentences*	*constructing sentences*	*constructing sentences / punctuation*	*constructing sentences / punctuation*	*constructing sentences / punctuation*	*nouns and noun phrases / punctuation*	*constructing sentences / punctuation*	*constructing sentences / punctuation*	*constructing sentences / punctuation*
			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	Non-fiction	How do You Feel?	X	X		X			X			
A1.	Fiction	Oi Frog!	X	X	X	X	X	X				
A2	Fiction	Stuck!		X	X	X		X		X		X
A2.	Fiction	How to Catch Santa	X		X	X	X	X	X	X	X	X
Sp1	Non-fiction	My Day at the Zoo		X	X	X		X	X	X		X
SP1/2	Non-fiction	Seed to Sunflower	X	X	X	X				X		
SP2	Fiction	Little Red Riding Hood	X		X	X	X	X	X	X	X	X
Su1	Fiction	Augustus and his Smile			X	X			X	X		
Su1	Non-fiction	What do you do with a Tail Like this?				X	X			X	X	
Su2	Poetry	First Book of the Sea	X			X		X		X		X
Su2.	Non-fiction	Weather	X	X	X	X				X		
No. sequences covering objective:			7	6	8	11	4	6	5	9	3	5

Legend:
- Year 1/2 objective
- Year 1 objective
- Year 2 objective

to separate items in a list (Y2)	apostrophes for contracted form and the	apostrophes for contracted form and the	different forms: statement, question,	different forms: statement, question,	different forms: statement, question,	different forms: statement, question,	phrases to describe and specify, e.g. *the*	past tenses correctly and consistently	form of verbs in the present and past tense to	form of verbs in the present and past tense to	(*when, if, that, because*) and coordination	(*when, if, that, because*) and coordination	of written standard English (Y2)	grammar terminology in English	understand the grammar terminology in
punctuation	*nouns and noun phrases / punctuation*	*nouns and noun phrases / punctuation*	*constructing sentences*	*constructing sentences*	*constructing sentences*	*constructing sentences*	*nous and noun phrases*	*verbs*	*verbs*	*verbs*	*constructing sentences*	*constructing sentences*	*standard English*	*terminology*	*terminology*
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		X	X			X				X				
							X								
											X	X			
2	2	1	5	3	3	2	6	5	1	1	5	5	0	1	0

WRITING (COMPOSITION)

write sentences by: saying out loud what they are going to write about (Y1) **planning: talking about ideas for writing**	write sentences by: composing a sentence orally before writing it (Y1) **rehearsing sentences orally**	write sentences by: sequencing sentences to form short narratives (Y1) **sequencing sentences (narratives)**	write sentences by: re-reading what they have written to check that it makes sense (Y1) **re-reading sentences to check sense**	they are going to write before beginning by: planning or saying out loud what they are **planning: ideas for writing**	they are going to write before beginning by: writing down ideas and/or key words, including **planning: writing ideas and key words**	they are going to write before beginning by: encapsulating what they want to say, sentence **planning sentences**	attitudes towards and stamina for writing by: writing narratives about **writing narratives, real and fictional experiences**	attitudes towards and stamina for writing by: writing about real events (Y2) **writing about real events**	attitudes towards and stamina for writing by: writing poetry (Y2) **writing poetry**	attitudes towards and stamina for writing by: writing for different **writing for different purposes**	additions, revisions and corrections to their own writing by: evaluating their writing with **evaluating writing**	additions, revisions and corrections to their own writing by: re-reading to check that their **editing: re-reading writing, checking verbs**	additions, revisions and corrections to their own writing by: proofreading to check for **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
11	**11**	**9**	**10**	**9**	**8**	**8**	**4**	**3**	**2**	**3**	**8**	**4**	**8**

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
3	2	1

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				
8	5	10	4	1	1	5	3	2	3	1

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		listen and respond appropriately to adults and their peers
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**		**listen and respond appropriately to adults and their peers**
	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
1	**9**	**6**	**5**	**1**	**3**	**1**	**4**	**2**	**3**	**2**	**4**	**1**		**5**

N 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									
7	7	2	5	0	1	2	2	1	0	0