Aims / Essential Characteristics

To ensure all pupils:

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *appreciate our rich and varied literary heritage*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

- *Objectives written in italics represent repeated knowledge, skills and understanding.*

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Spelling	• The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • The /ŋ/ sound spelt n before k • Division of words into syllables • -tch • The /v/ sound at the end of words • Adding s and es to words (plural of nouns and the third person singular of verbs) • Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word • Adding –er and –est to adjectives where no change is needed to the root word • ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜː/), er (/ə/), ir, ur • oo (/u:/) oo (/ʊ/)oa, oe, ou, ow (/aʊ/) ow (/əʊ/) ue , ew, ie (/aɪ/) ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/) • Words ending –y (/i:/ or /ɪ/) • New consonant spellings ph and wh • Using k for the /k/ sound • Adding the prefix –un • Compound words • Common exception words	• The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • The /l/ or /əl/ sound spelt –le at the end of words • The /l/ or /əl/ sound spelt –el at the end of words • The /l/ or /əl/ sound spelt –al at the end of words • Words ending –il • The /aɪ/ sound spelt –y at the end of words • Adding –es to nouns and verbs ending in -y • Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it • Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter • The /ɔ:/ sound spelt a before l and ll • The /ʌ/ sound spelt o • The /i:/ sound spelt -ey • The /ɜ:/ sound spelt or after w • The /ɔ:/ sound spelt ar after w • The /ʒ/ sound spelt s • The suffixes –ment, • –ness, –ful , –less and –ly • Contractions • The possessive apostrophe (singular nouns) • Words ending in –tion	• Adding suffixes beginning with vowel letters to words of more than one syllable • The /ɪ/ sound spelt y elsewhere than at the end of words • The /ʌ/ sound spelt ou • More prefixes in, un, dis, mis • The suffix –ation • The suffix –ly • Words with endings sounding like /ʒə/ or /tʃə/ • Endings which sound like /ʒən/ • The suffix –ous • Words with the /k/ sound spelt ch • Words with the /ʃ/ sound spelt ch • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que • Words with the /s/ sound spelt sc • Words with the /eɪ/ sound spelt ei, eigh, or ey • Possessive apostrophe with plural words • Homophones and near-homophones	• *All Year 3 spelling objectives to be revisited*	• Endings which sound like /ʃəs/ spelt –cious or –tious • Endings which sound like /ʃəl/ • Words ending in –ant, • –ance/–ancy, • –ent, • –ence/–ency • Words ending in –able and –ible • Words ending in –ably and –ibly • Adding suffixes beginning with vowel letters to words ending in –fer • Use of the hyphen • Words with the /i:/ sound spelt ei after c • Words containing the letter-string ough • Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • Homophones and other words which are often confused	• *All Year 5 spelling objectives to be revisited*

Punctuation and Grammar						
• Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] • How words can combine to make sentences • Joining words and joining clauses using and Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun •	• Formation of nouns using suffixes such as –ness, –er and by compounding [whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [she is drumming, he was shouting] • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	• Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • 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] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] • Adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Introduction to inverted commas to punctuate direct speech	• The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials	• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • • Verb prefixes [for example, dis–, de–, mis–, over– and re–] • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity	• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover