

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	The majority of these objectives are progressive and build upon each other; year on year. In each year group, the previous years' expectations should still be evidenced along with the new objectives for the current year group.						
Spelling	Orally segment phonemes in words.	Spell words containing each of the 40+ phonemes already taught					
	Identify and write initial sounds of words.	Spells familiar words containing common phase 5 sounds (ay, ea, ie, oy, ir, aw, ou, wh, ph, oe, au, ew, ue, ey, split digraphs)	Spells familiar words with the -ing, -est, -er, -ed and -y endings, including doubling of the final consonant.				
	Spell CVC words.	Spell the days of the week	Y6 TAF: Spells common contractions.		Y6 TAF: Spells words with apostrophes (omission and plural).		
	ELG: Spells words by identifying sound in them and representing the sounds with a letter or letters.	Name the letters of the alphabet in order		Use a dictionary to check the spelling of words			
	Writes some irregular words correctly.	Use letter names to distinguish between alternative spellings of the same sound	Segment spoken words into phonemes, spelling many of these words correctly and making phonically-plausible attempts at others				
	Accurately spells familiar words containing phase 3 sounds	Spells familiar words containing consonant blends (phase 4).	Spells words with taught word endings such as -el, -al -le			Spells words with silent letters.	
		Use the prefix un-		Spells words with a range of taught prefixes (e.g. un-, dis-, mis- re-, super-, anti-, auto-)			
		Use -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly).	Spells words with a range of taught suffixes (e.g. -ly, -ation, -ally).			Spells words with taught word endings such as -ably, -ibly, -sure, -ture.
					Spells words with taught word endings such as -ous, -sure, -ture, -que and -gue	Spells words with taught word endings such as -cial, -tial, -ible, -able, -ant, -ent	
		Spell most common exception words	Spell many common exception words	Y6 TAF: Spells most of the Year 3 statutory spelling words.	Y6 TAF: Spells most of the Year 4 statutory spelling words.	Y6 TAF: Spells most of the Year 5 statutory spelling words.	Y6 TAF: Spells correctly most words from the Year 5/Year 6 statutory spelling list.
		Spells familiar words containing less common phase 5 sounds	Spells common homophones	Spells homophones and near homophones.	Spells a wide range of homophones.	Spells a wide range of homophones.	Uses a wide and varied vocabulary, which is mostly accurately spelt
		Use the spelling rule for adding -s or -es as the plural maker for nouns and the third person singular maker for verbs					
		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		
Handwriting	Sit correctly at a table.	Hold a pencil comfortably and correctly					
	Forms some letters accurately.	Form all lower-case letters in the correct direction, starting and finishing in the right place	Form lower-case letters of the correct size relative to one another and the lines on the page.				
	ELG: Writes recognisable letters, most of which are correctly formed.	Form capital letters correctly	Write capital letters of the correct size, orientation and relationship to one another and to lower-case letters.				
			Start to use the diagonal and horizontal strokes needed to join letters.	Use the diagonal and horizontal strokes that are needed to join letters	Y6 TAF: Increase the legibility, consistency and quality of their handwriting	Y6 TAF: Write legibly, fluently and with increasing speed	
		Form digits 0-9					
	Begin to leave spaces between words	Leave spaces between words.	Use spacing between words that reflects the size of the letters.				
		Plan or say aloud what they are going to write about	Plan what they are going to write about on a planning frame with open-ended questioning from the teacher.	Plan their writing referring to prior learning (WAGOLL), discussing and sharing ideas; and independently recording ideas on a planning frame.	Plan their writing referring to prior learning (WAGOLL), discussing and sharing ideas; and independently recording ideas on a planning frame.	Identify the audience for and purpose of the writing	Identify the audience for and purpose of the writing

Planning		With teacher guidance, choose appropriate nouns, verbs and adjectives based the level of positivity or negativity for each plot-point/paragraph on a planning frame.				Précis longer passages	Précis longer passages
						Plan their writing on a planning frame, drawing on reading and research where necessary.	When planning, consider how authors have developed characters and settings in books they have read or listened to and use this as inspiration for their own writing.
Drafting and writing	Orally compose a phrase or sentence.	Write a sentence at a time by identifying the idea for the sentence (subject and verb)	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence	Compose and rehearse sentences orally (including dialogue), using a varied and rich vocabulary			
	Write his/her name.		Expand upon the simple idea of each plot point and write a few sentences for each.	Y6 TAF: Format sentences written for each plot point into paragraphs for a change of time.	Y6 TAF: Organise paragraphs around a theme, starting a new paragraph for a change of time and place	Y6 TAF: Expand plot points into multiple paragraphs, starting a new paragraph for a change of time, place or event.	
		Write simple noun phrases.		Y6 TAF: In non-narrative material, use simple organisational devices (headings and sub-headings)		Y6 TAF: Use organisational and presentational devices to structure text and to guide the reader (headings, subheading, bullet points and underlining)	
		Discuss what they have written with the teacher or other pupils			Use a variety of sentence openers (including starting with an -ing action, -ed feeling and simile)	Use a variety of sentence openers (including starting with an -ing action, -ed feeling and simile)	Use a variety of sentence openers (including starting with an -ing action, -ed feeling and simile)
	ELG: Writes simple phrases and sentences that can be read by others.	Read aloud their writing clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation, tone, volume and movement so that the meaning is clear.	Engage and entertain a group or the whole class with a reading their own writing, using appropriate intonation, tone, volume and movement so that the meaning is clear.	
	Uses some of his/her print and letter knowledge in his/her early writing e.g. writing a shopping list.	Sequence narratives to form short narratives	Write a sequence of simple and compound sentences to form short narratives.	Y6 TAF: Write narratives with description of settings, characters and plot using a range of FANTASTICs.	Y6 TAF: Write narratives creating settings, characters and plot, with deliberate choices about the use of FANTASTICs to engage the reader.	Y6 TAF: In narratives, describe settings, characters and atmosphere using show not tell (infer rather state) to create a desired response in the reader	Y6 TAF: Write narratives that integrate dialogue to convey character and advance the action.
						Y6 TAF: Write narratives that integrate dialogue to convey character	
						Select appropriate grammar and vocabulary, for meaning and to impact the reader.	
						Use a thesaurus to improve vocabulary	
						Select vocabulary to reflect the level of formality	
						Y6 TAF: Use a wide range of devices to build cohesion within and across paragraphs.	
	Edit letter formation		Make simple additions to their own writing	Make purposeful additions to impact the reader.	Make purposeful additions to impact the reader.	Make purposeful additions to impact the reader.	Make purposeful additions to impact the reader.
						Evaluate and edit their work by removing unwanted, unnecessary or repetitive information.	Evaluate and edit their work by removing unwanted, unnecessary or repetitive information.
			Improve vocabulary choices	Improve the vocabulary choices to engage the reader.	Improve the vocabulary choices to engage the reader.	Improve the vocabulary choices to engage the reader.	Improve the vocabulary choices to engage the reader.

Evaluate and edit		Correct the spelling of words that match their phonic knowledge (e.g. using ay in play)	Edit verbs to ensure they are consistently written in the correct tense	Ensure the correct subject/verb agreement throughout so writing is grammatically correct (e.g. singular/plural - was/were)	Ensure the correct subject/verb agreement throughout so writing is grammatically correct (e.g. singular/plural - was/were)	Ensure the correct subject/verb agreement throughout so writing is grammatically correct (e.g. singular/plural - was/were)	Ensure the correct subject/verb agreement throughout so writing is grammatically correct (e.g. singular/plural - was/were)
	Re-reads what he/she has written to check that it makes sense.	Re-read what they have written to check it makes sense	Re-read what they have written to check it makes sense	Ensure the correct and consistent use of tense throughout.	Ensure the correct and consistent use of tense throughout.	Ensure the correct and consistent use of tense throughout.	Ensure the correct and consistent use of tense throughout.
		Edit spelling of common exception words / irregular words	Edit their work for errors in spelling including common exception words.	Edit their work for errors in spelling including statutory words.	Edit their work for errors in spelling including statutory words.	Edit their work for errors in spelling including statutory words.	Edit their work for errors in spelling including statutory words.
		Edit their work for capital letters and full stops.	Edit their work for errors in punctuation.	Edit their work for errors in punctuation.	Edit their work for errors in punctuation.	Edit their work for errors in punctuation.	Edit their work for errors in punctuation.
							Y6 TAF: Evaluate and edit by distinguishing between the language of speech and writing and choosing the appropriate register.
		Writes the personal pronoun 'I' with a capital letter					
		Join final words onto lists and join clauses using 'and'. (No running sentences - 'I' and 'per' sentence.)	Learn how to use subordination (using when, if, that, or because) accurately to join clauses.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Extend the range of sentences with fronted subordinate clauses.		Make conscious choices about sentence length for effect.
			Learn how to use co-ordination (using or, and, or but) accurately to join clauses.				
		Understand what a main clause is.	Understand what a subordinate clause is.		Understand what a prepositional phrase is		
		Use a range of simple adverbials of time.	Use a range of adverbials of manner within sentences.	To understand fronted adverbials are a cohesive device	Y6 TAF: Use adverbs of frequency to build cohesion within and across paragraphs.	Y6 TAF: Use adverbs of degree to build cohesion within and across paragraphs.	
				Y6 TAF: Use a variety fronted adverbials (time, place and manner)			
		To be able to use adjectives to describe nouns.	Use expanded noun phrases to describe and specify.	Use expanded noun phrases, choosing when to use two preceding adjectives which are not synonyms.	Use expanded noun phrases with the preposition 'with'	Use expanded noun phrases with a wide range of prepositional phrases.	Use expanded noun phrases to convey complicated information concisely.
		Understand the difference between singular and plural.	Use pronouns to refer to previously mentioned nouns.	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	To know which relative pronouns are appropriate to use in relative clauses	To know which relative pronouns are appropriate to use in relative clauses	
					Use end of sentence relative clauses beginning with who, which, where, when, whose or that (not embedded).	Use embedded relative clauses beginning with who, which, where, when, whose or that demarcated with commas).	
		Write questions	Write statements with the correct sentence demarcation as required.				
		Write statements	Write questions with question marks.				
		Write commands	Write exclamation marks with exclamation marks.				
			Write commands using the correct sentence demarcation as required.				
		Use the present tense	Y6 TAF: Use the present tense correctly and consistently.	Y6 TAF: Use the present perfect form of verbs in contrast to the past tense.			Y6 TAF: Use the present and past perfect form of verbs to mark relationships of time and cause
			Y6 TAF: Use the present progressive tense correctly.				
		Y6 TAF: Use the simple past tense consistently.	Y6 TAF: Use the past progressive tense correctly.				
						Y6 TAF: Use modal verbs to indicate degrees of possibility.	
						Y6 TAF: Use adverbs to indicate degrees of possibility.	
							Use active voice.
							Use passive voice.

Grammar							Understand the object, subject, verb agreement when writing in the active and passive voice (e.g. When a verb is in the active voice, the subject performs the action and the object receives the action. When a verb is in the passive voice, the subject receives the action.)
							Y6 TAF: Levels of formality are consciously controlled.
		Begin to use the correct form of 'a' or 'an' following the next word's initial letter.	Use the correct form of 'a' or 'an' following the next word's initial letter.	Use the correct form of 'a' or 'an' with nouns beginning with 'h'.			
			Begin to use some features of written Standard English (using the correct verb in relation to the subject (eg was/is/are/were etc))				
		Use rhyme for effect.	Use alliteration for effect.	Use similes for effect.	Use personification for effect.	Use metaphors for effect.	
		Use repetition for effect.	Use onomatopoeia for effect.			Use 'show not tell' sentences.	
		Understand what a noun is.			Understand the difference between a pronoun and a possessive pronoun.		
		Understand what a verb is.		Understand what an adverb is.			
		Understand what an adjective is.					
		Understand what a phrase is.					
			Understand what a synonym is.				Understand what an antonym is.
					Understand what a determiner is.		Understand the subjunctive form (wishes, suggestions and commands)
				Use prepositions to add clarity.			
	Begin to use capital letters	Y6 TAF: Punctuate sentences using a capital letter.					
		Use a capital letter for names of people, places, the days of the week					
	Begin to use full stops	Y6 TAF: Demarcate end of sentences with a full stop.					
		Begin to demarcate end of sentences with a question mark	Y6 TAF: Demarcate end of sentences with a question mark				
		Begin to demarcate end of sentences with an exclamation mark (not exclamation sentence)	Y6 TAF: Demarcate end of sentences with an exclamation mark				
			Y6 TAF: Use commas to separate items in a list.	Y6 TAF: Use commas after fronted adverbials	Y6 TAF: Use commas after fronted subordinate clauses.	Y6 TAF: Use commas to clarify meaning or avoid ambiguity	
			Y6 TAF: Use apostrophes for contracted forms	Y6 TAF: Use the possessive apostrophe with plural nouns (children's clothes / boys')	Y6 TAF: Use the possessive apostrophe with nouns (cats' bowl)		
			Y6 TAF: Use apostrophes for singular possessive.	Y6 TAF: Use inverted commas to signal the beginning and end of direct speech.	Y6 TAF: Use inverted commas to signal the beginning and end of direct speech.		
						Y6 TAF: Use brackets, dashes or commas to indicate parenthesis.	Y6 TAF: Use dashes to introduce further detail or an afterthought
							Y6 TAF: Use a hyphen to join 2 words to avoid ambiguity
							Y6 TAF: Use semi-colons, colons or dashes to mark the boundary between independent
							Y6 TAF: Use a colon to introduce a list.
							Y6 TAF: Use of semi-colons within lists
							Y6 TAF: Use bullet points to organise ideas

Punctuation							Y6 TAF: Use of ellipsis to create tension, show an unfinished thought, or show words have been missed out from a text deliberately.
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