

Reception

Focus to points to teach by the end of Summer 2021

Reading

In order for the children to be able to access the next year group, the following objectives must be taught and achieved by the end of the year:

- Take turns to listen and speak
- Respond to other children's questions (use age appropriate talk prompts to support this)
- Use gestures to act out a story/rhyme/event
- Answer simple recall questions from a story or rhyme (colourful semantics)
- Read some common exception words (I, a, he, she, me, we, be, the, is, to)
- Blend sounds with help

Writing

- Segment to write vc and cvc words
- Orally compose a sentence
- Separate words with spaces
- Begin to use capital letters and full stops to demarcate sentences

Year 1

Focus to points to teach by the end of Summer 2021

Reading

In order for the children to be able to access the next year group, the following objectives must be taught and achieved by the end of the year:

- Take turns to listen and speak
- Respond to other children's questions (use age appropriate talk prompts to support this)
- Make basic predictions and give opinions with reasons
- Make personal choices about a text with reasons
- Read words with –ed endings
- Identify main characters and events
- Read most common exception words

Writing

- Orally compose sentences
- Write simple sentences
- Separate words with spaces
- Use capital letters and full stops to demarcate sentences
- Use of *and, but, or* within sentences
- Be able to read their own writing to an adult

Year 2

Focus to points to teach by the end of Summer 2021

Reading

In order for the children to be able to access the next year group, the following objectives must be taught and achieved by the end of the year:

- Read books out loud using phonics to sound out new words
- Read more tricky words
- Read words met all the time with more speed and smoothly without phonics
- Read suffixes –ness and -ment
- Listen and discuss a range of texts beyond readability
- Sequences main events of stories/poems/events

Writing

- Orally compose sentences
- Secure the use of capital letters, full stops, question and exclamation marks
- Use of *and*, *but*, *or* within sentences
- Use simple noun phrases
- Plan using story mapping (individual as well as whole class)
- Use time subordination *when*
- Be experienced with the plan, write, edit format

Year 3

Focus to points to teach by the end of Summer 2021

Reading

In order for the children to be able to access the next year group, the following objectives must be taught and achieved by the end of the year:

- Read books out loud using phonics to sound out new words
- Read words met all the time with more speed and smoothly without phonics
- Read selected Year 3/4 words from common exception list
- Understand the prefix for not (un-, dis-, mis-)
- Identify main events using first of all, later on, after that,

Writing

- Have secure use of capital letters, full stops, exclamation and question marks
- Some use of commas for clauses
- Some use of inverted commas for direct speech
- Use time subordinations *when, before, after*
- Effective use of prepositions
- Frequent use of noun phrases
- Plan in a range of ways eg. boxed up, story map, story mountain, timeline
- Edit and proof check for spelling and punctuation errors

Year 4

Focus to points to teach by the end of Summer 2021

Reading

In order for the children to be able to access the next year group, the following objectives must be taught and achieved by the end of the year:

- Listen to and read a range of texts including fiction, poetry, non-fiction, speeches, reports etc
- Read selected Year 3/4 words from common exception list
- Explain meaning of words in context
- Make predictions based on information in the text
- Infer what a character is feeling and thinking based on evidence from the text
- Summarise main ideas from one paragraph or more to condense in to a number of points (eg 1,2,3 reasons)

Writing

- Create sentences with fronted adverbials for when and where
- Secure use of commas for clauses
- Secure the use of inverted commas for direct speech
- Plan in a range of ways eg. boxed up, story map, story mountain, timeline
- Edit and proof check for spelling, grammar and punctuation errors
- Begin to organise ideas in to clear paragraphs
- Generate and select from vocabulary banks

Year 5

Focus to points to teach by the end of Summer 2021

Reading

In order for the children to be able to access the next year group, the following objectives must be taught and achieved by the end of the year:

- Listen to and discuss a range of fiction and poetry which they might not choose to read themselves
- Read selected Year 5/6 words from common exception list
- Explain the meaning of words within a context
- Make predictions based on information in the text
- Infer a character's thoughts, feelings and motives based on evidence from the text
- Generate questions to refine knowledge of texts, characters and events
- Be secure in summarising skills and use to identify themes

Writing

- Be secure in organising ideas in to clear paragraphs
- Use cohesive devices *firstly, then, presently, subsequently*
- Generate and select from vocabulary banks
- Begin to use complex sentences with relative pronouns *who, which, that*
- Use fronted adverbials and expanded noun phrases
- Edit and proof check for spelling, grammar and punctuation errors
- Begin to edit to improve vocabulary choices

Year 6

Focus to points to teach by the end of Summer 2021

Reading

In order for the children to be able to access the next year group, the following objectives must be taught and achieved by the end of the year:

- Listen to and discuss a range of fiction and poetry which they might not choose to read themselves
- Read selected Year 5/6 words from common exception list
- Make comparisons within and across texts eg similar events, character traits
- Explain the meaning of new vocabulary in the text context
- Infer a character's thoughts, feelings and motives based on evidence from the text
- Generate questions to refine knowledge of texts, characters and events
- Justify opinions and elaborate by referring to the text for evidence

Writing

- Generate and select from vocabulary banks
- Frequently use complex sentences with relative pronouns *who, which, that*
- Frequently use fronted adverbials and expanded noun phrases
- Blend action, description and dialogue within sentences and paragraphs
- Investigate and collect a range of synonyms and antonyms
- Select appropriate vocabulary and language effects for the audience, purpose and genre