

Curriculum 2014 Objectives

| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | | | |
|---|---------------------------|------------------------|-----------------|----------|--------------------------|-------------------------|------------------|--------|-----------------------------|--------|--------------------|------------------------|-----------------------|-------------|
| | The Bear Under the Stairs | The Bear and the Piano | Man on the Moon | Q Poetle | The Great Fire of London | Toby and The Great Fire | The Journey Home | Zahtra | Anancy and The Pot of Beans | Wolves | The Dragon Machine | The Goldilocks Project | Jim and the Beanstalk | The Minpins |
| Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes | ✓ | ✓ | | | | | ✓ | | | ✓ | | ✓ | | |
| Read accurately words of two or more syllables that contain the same graphemes as above | | | | | | | | ✓ | ✓ | ✓ | | | | |
| Read words containing common suffixes | | | | | | | ✓ | | | | | ✓ | | ✓ |
| Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | ✓ | ✓ | | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | |
| Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered | ✓ | ✓ | | | | | | ✓ | | | | | ✓ | |

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| - Making inferences on the basis of what is being said and done | | ✓ | | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| - Answering and asking questions | | | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| - Predicting what might happen on the basis of what has been read so far | | ✓ | | | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | |
| Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say | | | | | | | | ✓ | ✓ | | ✓ | | | ✓ |
| Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | | | | | | | | | | | | | | |
| - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | | ✓ | | | | | | ✓ | ✓ | | | | | ✓ |
| - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones | ✓ | | | | | | | ✓ | ✓ | ✓ | | | | |
| - Learning to spell common exception words | | ✓ | | | | | | ✓ | ✓ | | ✓ | ✓ | | |
| - Learning to spell more words with contracted forms | | ✓ | | | | | | ✓ | ✓ | | | | | |
| - Learning the possessive apostrophe (singular) [for example, the girl's book] | | | | | | | | ✓ | ✓ | | | | | ✓ |
| - Distinguishing between homophones and near-homophones | ✓ | | | | | | | ✓ | ✓ | | | | | |
| Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | ✓ |
| Apply spelling rules and guidance, as listed in English Appendix 1 | | | | | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | | | | | | | | ✓ | ✓ | | ✓ | | ✓ | |
| 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 | | | | | | | | ✓ | | | | ✓ | | |

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| Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) | | | | | | | | | ✓ | | | | | ✓ | |
| How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] | | | | | | | | | ✓ | | | | | | |
| How words can combine to make sentences | | | | | | | | | ✓ | | | | | | |
| Joining words and joining clauses using <i>and</i> | ✓ | ✓ | | | | | | | ✓ | | | | | ✓ | ✓ |
| 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 <i>I</i> | | | | | | | | | ✓ | ✓ | | | | ✓ | |
| Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] | | | | | | | | | ✓ | | | | ✓ | | |
| Formation of adjectives using suffixes such as <i>-ful, -less</i> | | | | | | | | | ✓ | | | | | | |
| Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs | | | | | | | | | | ✓ | | | | ✓ | ✓ |
| Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] | | ✓ | | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ |
| 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 [for example, <i>she is drumming, he was shouting</i>] | | | | | | | | | ✓ | ✓ | | | | ✓ | ✓ |

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|--|---|---|--|--|---|--|---|---|---|---|---|---|---|---|
| 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 [for example, <i>the girl's name</i>] | | | | | | | | ✓ | ✓ | | | ✓ | | |
| Develop positive attitudes towards and stamina for writing by: | | | | | | | | | | | | | | |
| - Writing narratives about personal experiences and those of others (real and fictional) | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| - Writing about real events | | | | | ✓ | | | | | ✓ | | | | |
| - Writing poetry | | | | | | | | | | | | | | |
| - Writing for different purposes | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Consider what they are going to write before beginning by: | | | | | | | | | | | | | | |
| - Planning or saying out loud what they are going to write about | | | | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| - Writing down ideas and/or key words, including new vocabulary | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| - Encapsulating what they want to say, sentence by sentence | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | | | | |
| Make simple additions, revisions and corrections to their own writing by: | | | | | | | | | | | | | | |
| - Evaluating their writing with the teacher and other pupils | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | |

| Read aloud what they have written with appropriate intonation to make the meaning clear. | | | | | | | | | | | | | |
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| <i>Narrative</i> | | | | | | | | | | | | | |
| <i>Traditional and Fairy Tales</i> | | | ✓ | | | | | | | | ✓ | ✓ | |
| <i>Different stories by the same author</i> | ✓ | ✓ | | | | | | | | | | ✓ | |
| <i>Stories with a familiar setting</i> | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | | ✓ | ✓ |
| <i>Character description</i> | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ |
| <i>Setting description</i> | | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | ✓ |
| <i>Stories from other cultures</i> | | | | | | | | | ✓ | ✓ | | | |
| <i>Non-Fiction</i> | | | | | | | | | | | | | |
| <i>Instructions</i> | | ✓ | | | ✓ | ✓ | | | ✓ | | | | |
| <i>Discussion texts</i> | | | | | | | | | ✓ | | | | |
| <i>Explanation texts</i> | | | | | ✓ | | | | | | | | ✓ |
| <i>Non-chronological reports</i> | | | | | ✓ | ✓ | | | | | | | |
| <i>Recounts</i> | | | ✓ | | | | | ✓ | | | | | |
| <i>Persuasion</i> | | ✓ | | | ✓ | | ✓ | | | | | | ✓ |

Instructions - Linked with Design and Technology Wraps around the world.

Persuasive texts - Great Fire of London History

Non- Chronological reports - linked with Neil Armstrong History

Recounts linked with Science - animals and their habitats. (Visit to zoo)

Stories from other cultures - Amazing African Geography and History.