

At Sutton Primary School, we follow the National Curriculum and a full and frank account of the objectives can be found at the website below.

<https://www.gov.uk/government/collections/national-curriculum>

The tables below outline the key objectives that we feel as a school are key to the children feeling confident when they eventually move onto the next year group, and are able to access the learning without having to play catch up.

There is always a degree of overlap and we ensure within our mixed year groups (Year 3/4 & Year 5/6) that the children achieve the objectives within their year group before moving onto the objectives in the next year group.

	Transcription			Composition			Vocabulary, Grammar & Punctuation		
	Spelling	Transcription	Handwriting	Contexts	Planning/drafting	Editing	Grammar	Punctuation	Vocabulary
Year 1	<ul style="list-style-type: none"> -Usually spell high frequency words at Phase 5 and some phonically plausible attempts at 'trick' words. -Name letters of the alphabet in order. -Spell days of the week Other word building: Independently use the prefixes and suffixes: -s, -es, un-, -ing, -est, ed when there is no change in the root word. 	<ul style="list-style-type: none"> -Independently writing simple sentences dictated by the teacher using the words taught so far. 	<ul style="list-style-type: none"> -Sitting correctly and holding a pencil using the correct grip. -Writing letters, with most formed correctly. -Correctly form most capital letters. -Correctly identify all handwriting families and sort most letters into them. -Usually leave finger spaces between words. 	No content in Year One.	<ul style="list-style-type: none"> -Can usually decide on a topic for writing. -Independently compose a sentence orally. -Ideas/sentences are sequenced appropriately to form short narratives. -Usually re-reads what has been written to check it makes sense and correcting if it doesn't. 	<ul style="list-style-type: none"> -Can listen and sometimes respond by making comments in discussion with the teacher about what they have written. -Can read their own writing. 	<ul style="list-style-type: none"> -Confidently and correctly joins words and clauses with 'and'. 	<ul style="list-style-type: none"> -Can demonstrate simple and compound sentences reliably using capital letters and full stops. -Sometimes uses question marks and exclamation marks correctly. -Uses capital letters for names of people, places, the days of the week and the personal pronoun 'I'. 	<ul style="list-style-type: none"> -Uses appropriate language to share ideas.

	Transcription			Composition			Vocabulary, Grammar & Punctuation		
	Spelling	Transcription	Handwriting	Contexts	Planning/drafting	Editing	Grammar	Punctuation	Vocabulary
Year 2	<ul style="list-style-type: none"> -Usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and representing as graphemes. -Spellings are usually phonically plausible. -Distinguish between and usually correctly spell a few common homophones. -Can accurately spell a few common 'trick' words. Other word building: <ul style="list-style-type: none"> - uses suffixes -er, -est, -ly, -ful, -ment, -ness and -less. 	<ul style="list-style-type: none"> -Usually remember and write a dictated sentence using GPCs, common 'trick' words and punctuation taught so far. 	<ul style="list-style-type: none"> -Correctly form most lower-case letters in line with the school's handwriting policy. -Can join some letters -Can write most capital and lower-case letters showing good control over size and orientation including size relative to each other. -Usually leaves appropriately sized spaces between words. 	<ul style="list-style-type: none"> -Can write a simple narrative about personal experiences and that of others. -Can write a simple recount of real events. -Can write simple poems. -Writing is demonstrating sufficient features of given form (e.g. choice and use of tense, following a verse structure). 	<ul style="list-style-type: none"> -Can usually say or record their ideas for writing. -Can usually compose and orally rehearse what they want to write. -Independently write down some ideas and/or key words including new vocabulary and use them to improve their own writing. 	<ul style="list-style-type: none"> -With support, reflect on what they have written making suggestions for improvement. -Can re-read their writing to check it makes sense and can correct errors in the use of verbs (e.g. all past tense). -Can usually spot most of their own spelling and punctuation errors and know how to correct them according to their phonic knowledge. 	<ul style="list-style-type: none"> -Can, with some consistency, correctly use subordination and coordination and coordination -Can correctly structure statements, questions, exclamations and commands. -Can consistently make the correct choice in use of the present and past tense including the progressive form. 	<ul style="list-style-type: none"> -Confidently demarcates simple and compound sentences accurately. -Uses question marks and exclamation marks appropriately. -Use of commas to separate items in a list. -Usually place the possessive apostrophe in singular nouns. -Usually place the apostrophe correctly in common contractions. 	<ul style="list-style-type: none"> -Can use expanded noun phrases to describe and specify.

	Transcription			Composition			Vocabulary, Grammar & Punctuation		
	Spelling	Transcription	Handwriting	Contexts	Planning/drafting	Editing	Grammar	Punctuation	Vocabulary
Year 3	<ul style="list-style-type: none"> -Usually distinguish between and correctly spell further homophones. -Identifies their own most common spelling mistakes and other commonly misspelled words and is beginning to use strategies to reduce these. Other word building: -Usually spell words with prefixes without any associated change in the root word. -Beginning to know when/when not to double the final consonant before adding a suffix. -Beginning to navigate a dictionary using the first two or three letters to check their spelling. -Beginning to use the suffixes taught in Year 3 & 4. 	<ul style="list-style-type: none"> -Can remember and write dictated sentences containing spelling patterns and common 'trick' words taught so far spelling most of them correctly. 	<ul style="list-style-type: none"> -Can correctly form and join most letters in accordance with the school's agreed style. -Writing can be read; is usually consistent and is beginning to be pleasing in appearance 	<ul style="list-style-type: none"> Can identify and name key organisational and language features of a shared text working with a partner, small group or whole class. 	<ul style="list-style-type: none"> -Can work with a partner or small group to plan writing by contributing their own ideas and listening to and building on others' ideas. -Compose and speak a whole sentence often incorporating new vocabulary and using recently learned sentence types. -Usually organises material into logical chunks and writes a coherent series of linked sentences for each. -Creates an appropriate setting, characters and coherent plot in narrative while drawing on but adapting elements of a modelled story. -Uses simple organisational devices such as an appropriate heading followed by suitable sub-headings for each chunk of text. 	<ul style="list-style-type: none"> -Usually reads back their own writing as they go. -Can read and discuss others' completed writing monitoring for sense and identifying aspects for alteration and improvement. -Can usually identify possible improvements in grammar and vocabulary to their own and others' writing. -Can proof-read spotting their own and others' spelling and punctuation errors quickly. 	<ul style="list-style-type: none"> -Chooses appropriate nouns or pronouns to create cohesion and avoid repetition. -Writes an increasing range of sentences with more than one clause using the conjunctions taught so far and applying this across a range of writing. -Uses a range of adverbs, appropriate conjunctions and prepositions to express time and cause. -Can select the appropriate tense for a task including the present perfect form of verbs. -Can usually decide whether a noun needs 'a' or 'an' in front of it during independent writing. 	<ul style="list-style-type: none"> -Uses punctuation taught in previous years and: -Uses inverted commas and confidently and consistently to punctuate direct speech. -Usually place the apostrophe accurately in words with regular plurals and irregular plurals. 	<ul style="list-style-type: none"> -Can usually use a range of prefixes to generate new nouns and use them appropriately in independent writing. -Can recognise words from the same word family and usually deduce the meaning of related words correctly.

	Transcription			Composition			Vocabulary, Grammar & Punctuation		
	Spelling	Transcription	Handwriting	Contexts	Planning/drafting	Editing	Grammar	Punctuation	Vocabulary
Year 4	<p>-Usually distinguish between and correctly spell further homophones.</p> <p>-Identify their most common spelling mistakes and select the most appropriate from a range of taught strategies to reduce them.</p> <p>Other word building:</p> <p>-Can use and explain the meaning of most prefixes.</p> <p>-Knows when/when not to double the final consonant in the root word and can explain this spelling pattern.</p> <p>-Can usually find words in a dictionary and can check their own spellings this way.</p> <p>-Can use and spell the suffixes for Year 3 & 4.</p>	<p>-Pupils can usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation.</p>	<p>-Can correctly form and join most letters and they may be beginning to develop their own style</p> <p>-Writing can almost always be read with joined handwriting being the norm and is written at a pace that usually keeps up with what pupils want to say.</p>	<p>Can identify the text type by naming it and, when prompted, describe a context/scenario for using it.</p>	<p>-Independently selects the most relevant information, key vocabulary and suitable ideas drawn from discussion and notes to plan their own writing.</p> <p>-Independently composes and rehearses sentences incorporating new vocabulary.</p> <p>-Varied sentence structure (simple, compound and complex sentences)</p> <p>-Independently plan narrative and non-fiction texts into paragraphs before they write.</p> <p>-Creates an appropriate setting, 2/3 distinguishable characters and a coherent plot.</p> <p>-Usually clusters related information logically and writes an engaging main heading and relevant sub-headings for each paragraph.</p>	<p>-Accurately assess the effectiveness of their own and others' writing and make improvements.</p> <p>-Independently proof read and amend own writing checking for accuracy of grammar, vocabulary and use of pronouns throughout the text.</p> <p>-Can proof-read spotting their own and others' spelling and punctuation errors quickly including recently taught spelling and punctuation.</p>	<p>-Can choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity (across a range of writing).</p> <p>-Uses a wide range of subordinating conjunctions at the beginning and within sentences to add relevant detail to complex sentences.</p> <p>-Uses fronted adverbials to express time and cause (and place).</p> <p>-Uses standard English forms for verb inflections instead of local spoken forms.</p> <p>-Pupils can explain the rules for using 'a' or 'an' and shows in own writing a consistency in applying the rules.</p>	<p>-Uses punctuation taught in previous years.</p> <p>-Can use inverted commas and other punctuation to indicate direct speech.</p> <p>-Can use commas after fronted adverbials accurately and consistently.</p> <p>-Can place the possessive apostrophe accurately in words with regular and irregular plurals and can correct errors in their own and others' writing.</p>	<p>-Can usually follow spelling rules to alter the meaning of nouns by adding prefixes and they can give a clear definition of the new noun.</p> <p>-Can usually group words into word families according to form and meaning and they can spot common root words.</p>

	Transcription		Composition			Vocabulary, Grammar & Punctuation		
	Spelling	Handwriting	Contexts	Planning/drafting	Editing	Grammar	Punctuation	Vocabulary
Year 5	<p>Phonics & whole word:</p> <ul style="list-style-type: none"> -Spell most common silent words correctly (kn, mb, stle, mn) -Distinguishes and correctly spells most confused pairs (e.g. past/passed, whose/who's) -Draws on a range of known root words to correctly spell inflected words and other related words. Other word building: -Usually spell words with prefixes//suffixes -Use dictionaries effectively including looking up and understanding definitions. 	<ul style="list-style-type: none"> -Makes choices over letter shapes and joins to ensure fluency, legibility and good presentation. -Can select the appropriate writing instrument e.g. pencil for note-taking, pen for final piece. 	<ul style="list-style-type: none"> -Can usually identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing. -Can usually draw on what they have learned about how authors develop characters and setting to help them create their own. 	<ul style="list-style-type: none"> -Can usually think aloud and record their ideas sometimes drawing on independent reading and research. -Can usually produce internally coherent paragraphs in a logical sequence (e.g. using time connectives to make links). -Ideas are developed within paragraphs (main idea supported by subsequent sentences). -Beginning to understand how selecting appropriate grammar and vocabulary can change and enhance meaning. -Uses further organisational and presentational devices to structure text and to guide the reader. 	<ul style="list-style-type: none"> -Work alone or with a partner to evaluate their writing against agreed success criteria identifying strengths and areas for improvement linked to recent teaching, feeding back when appropriate. -Can write using tense consistently and correctly throughout. -Can proof-read, spotting their own and others' spelling and punctuation errors quickly including recently taught spelling and punctuation and they know how to correct any errors including tense. -Know that common group nouns take the singular form -Can identify examples of informal speech patterns in writing and suggest amendments. 	<ul style="list-style-type: none"> -Usually uses relative clauses beginning with who, which, where, when, whose, that or with, or with an implied pronoun. -Can usually use modal verbs or adverb to indicate degrees of possibility. -Can usually use the present perfect form of verbs to mark relationship of time and cause -Use devices to build cohesion including adverbials of time, place and number. 	<p>Uses punctuation taught in previous years and:</p> <ul style="list-style-type: none"> -Can identify which word, phrase or clause of a sentence needs parenthesis -Can decide whether brackets, dashes or commas are most appropriate and uses all three confidently. -Consistently uses commas to clarify meaning and avoid ambiguity. 	<ul style="list-style-type: none"> -Makes deliberate vocabulary choices for effect. -Can use a thesaurus to introduce varied and precise vocabulary. -Usually able to convert nouns or adjectives into verbs (e.g. terrific to terrify) -Can use prefixes to generate new verbs (e.g. dos-, de-, mis-, over-, re-).

	Transcription		Composition			Vocabulary, Grammar & Punctuation		
	Spelling	Handwriting	Contexts	Planning/drafting	Editing	Grammar	Punctuation	Vocabulary
Year 6	<p>Phonics & whole word: -Spells most common 'silent letter' words correctly (ps, psy, gn). -Distinguishes and correctly spell most confusing pairs (e.g. decent/descent, compliment/complement, affect/effect). -Able to draw on a wider range of known root words to correctly spell other words. -Uses some successful strategies for non-typical words. Other word building: -Can accurately spell words with prefixes and suffixes. -Confidently turns to and uses a dictionary independently including reading and understanding definitions.</p>	<p>-Makes choices over letter shapes and joins to ensure fluency, legibility and good presentation. -Is increasing pace of writing while sustaining neatness and accuracy.</p>	<p>-Can identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support their own writing. -Can draw imaginatively on what they have learnt about how authors develop characters and setting to help them create their own.</p>	<p>-Can think aloud and record ideas while drawing on independent reading and research. Ideas are chosen for impact and to enhance the effectiveness of what they write. -Produce internally coherent paragraphs in a logical sequence. -Deploys hooking devices to create cohesion between paragraphs (e.g. repetition of a key phrase, use of conjunctions to make links) -Can, in narrative, usually describe settings, characters and atmosphere and integrate dialogue to create atmosphere, convey character and move the action on. -Can usually select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning. -Can usually compose longer passages coherently and effectively. -Uses a range of devices to structure text and guide the reader including linking the closing to the opening.</p>	<p>-Work alone or with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria identifying aspects for alteration linked to previous and recent teaching. -Can propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarity incorporating the changes in their own writing. -Can usually write using the correct tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative checking for these when editing (e.g. flashbacks, letters or interviews). -Can accurately proof read for spelling and punctuation errors. -Consciously choose the appropriate formality for writing.</p>	<p>-Can use the passive voice appropriately in independent writing e.g. when writing up a science investigation. -Knows the difference between structures typical of informal speech, and formal speech and writing (e.g. subjunctive form) and these are evident in independent writing.</p>	<p>Uses punctuation taught in previous years and: -Use of the semi-colon, colon and dash to mark the boundary between independent clauses. -Use of colon to introduce a list and semi-colons within a detailed list. -Can punctuate bullet points accurately. -Uses hyphens to avoid ambiguity.</p>	<p>-Uses a thesaurus to avoid repetitious or bland language (e.g. backs up choices with dictionary to check selected word is appropriate). -Uses expanded noun phrases to convey complicated information precisely. -Knows how words are related by meaning as synonyms and antonyms. -Knows the difference between vocabulary typical of informal speech, and formal speech for writing.</p>