



## Phonics Learning Objectives

RECEPTION

### WORD READING

- Teach 42 letter sounds and main alternative vowel sounds
- Use phonics to decode and read regular words
- Blend letter sounds together to read new words
- Read first 72 tricky words using phonics to identify tricky part
- Read words containing taught grapheme phoneme correspondences (GPCs)
- Read words containing common endings (-s, -es, -ing, -ed, -er and -est)

### COMPREHENSION

- Read and understand age and ability-appropriate books
- Develop pleasure in reading, motivation to read, vocabulary and understanding
- Link what they read to their own experiences
- Develop understanding by drawing on own experiences, vocabulary and knowledge provided by the teacher

### TRANSCRIPTION

- Form lower-case letters correctly, using froggy-leg pencil grip
- Spell words using first 42 letter sounds and main alternative vowel sounds
- Spell first 72 tricky words, including spelling patterns for tricky word families
- Write simple sentences dictated by teacher
- Form capital letters
- Start using some of the strokes needed to join letters
- Understand which letters, when next to each other, are best left unjoined

### COMPOSITION

- Compose a sentence, leaving gaps between words
- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Sequence sentences to form a short narrative
- Re-read what they have written to check that writing makes sense
- Discuss their writing and orally compose sentences
- Join sentences or clauses using 'and'

### VOCABULARY, GRAMMAR AND PUNCTUATION

- Separation of words with spaces
- How words can combine to make sentences
- Introduction to capital letters and full stops

Where learning objectives feature in the National Curriculum Programme of Study:

- YEAR 1
- YEAR 2
- YEAR 3-4
- YEAR 5-6

## Grammar 1 Learning Objectives

YEAR 1

### WORD READING

- Read aloud accurately books that are consistent with their developing phonic knowledge
- Re-read books to build up fluency and confidence in word reading
- Continue to apply phonic knowledge and skills until decoding automatically
- Read accurately words of two or more syllables using taught GPCs
- Read words containing common suffixes and learn further common exception words
- Learn additional alternative spelling patterns
- Read commonly encountered words fluently, without overt sounding and blending

### COMPREHENSION

- Checking that text makes sense to them as they read and correcting inaccurate reading
- Discuss the significance of the title and events
- Make 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
- Retrieve and record information from non-fiction (dictionary work)

### TRANSCRIPTION

- Spelling the days of the week
- Naming the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Learn additional spelling rules for plurals and common suffixes
- Expanding GPCs with additional alternative vowel and consonant sounds
- Build spelling skills, including more common exception words
- Common homophones
- Further dictation
- Form capital letters of the correct size, orientation and relationship to one another and lower-case letters
- Use spacing between words that reflects the size of the letters

### COMPOSITION

- Using a capital letter for names of people, places and days of the week
- Develop writing by writing about real events
- Plan or say what they are going to write about in order to develop writing
- Encapsulate what they are going to say, sentence by sentence

### VOCABULARY, GRAMMAR AND PUNCTUATION

- Regular plural noun suffixes
- Sequencing sentences to form short narratives
- Use of question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun 'I'
- Formation of compound nouns
- Using past and present tense throughout writing
- Indefinite articles 'a' or 'an'
- Speech marks
- Standard English verb inflections (as opposed to colloquial)
- Synonyms and antonyms

## Grammar 2 Learning Objectives

YEAR 2

### WORD READING

- Read words with contractions and understand that the apostrophe represents the omitted letter(s)
- Use growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words
- Read further exception words, noting unusual spelling and sound correspondences

### COMPREHENSION

- Develop positive attitudes to reading and understanding
- Use dictionaries to check the meaning of what they have read
- Discuss words and phrases that capture the reader's interest and imagination

### TRANSCRIPTION

- Extending knowledge of GPCs and spellings of common irregular endings
- Distinguishing between homophones and near-homophones
- Using prefixes and suffixes
- Adding suffixes to words with different endings
- Using the possessive apostrophe
- Using the first two or three letters to check a spelling in the dictionary
- Spell some words with silent letters (e.g knight, psalm, solemn)

### COMPOSITION

- Make simple additions, revisions and corrections to their own writing
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-reading to check for errors in spelling, grammar and punctuation
- Use both familiar and new punctuation correctly
- Use sentences with different forms: statement, question, exclamation and command
- Use grammatical features such as extended noun phrases, conjunctions, adverbs and prepositions
- Use present and past tenses correctly

### VOCABULARY, GRAMMAR AND PUNCTUATION

- Simple suffixes and prefixes for verbs and adjectives
- Using conjunctions
- Expressing time and place using conjunctions, adverbs and prepositions
- Expanding sentences for description and specification
- Using grammatical features to indicate the function of a sentence
- Commas in a list
- Apostrophes for missing letters and singular possessive nouns
- Plural and possessive 's'
- Punctuating direct speech
- Use of commas to clarify meaning or avoid ambiguity

## Grammar 3 Learning Objectives

YEAR 3

### WORD READING

- Revision of letter sounds as alternatives are revised
- Silent blending should be response to unfamiliar words
- Extra practise for children still struggling
- Further exception words taught
- Note unusual letter-sound correspondences

### COMPREHENSION

- Develop positive attitudes to reading and understanding
- Use dictionaries to check the meaning of what they have read
- Discuss words and phrases that capture the reader's interest and imagination
- Use dictionaries to check the meaning of what they have read

### TRANSCRIPTION

- Alternative spellings are revised and consolidated
- Further dictation of simple sentences, including words and punctuation taught so far
- Spelling of common homophones
- Spelling patterns are revised and built upon, including word families

### COMPOSITION

- Compose and rehearse sentences orally, building a rich vocabulary
- Plan writing by discussing and recording ideas
- Organise paragraphs around a theme
- Use headings and sub-headings

### VOCABULARY, GRAMMAR AND PUNCTUATION

- Formation of adjectives using suffixes
- Continuous present tense
- Using prefixes to form nouns
- Introduction to paragraphs, headings and sub-headings
- Appropriate use of pronoun or noun for cohesion and to avoid repetition
- Verb prefixes (such as dis-, de-, mis-, over-)

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## Grammar 4 Learning Objectives

YEAR 4

### WORD READING

- Check that all children are reading fluently at age-level or above
- Rapid decoding should be the default response to unfamiliar words
- Extra phonics teaching provided to those children still struggling
- Apply growing knowledge of root words, prefixes and suffixes

### COMPREHENSION

- Continue to develop vocabulary and understanding through reading for pleasure
- Homophones
- Develop understanding of relationship between language structure and presentation, and meaning

### TRANSCRIPTION

- Use and understand further prefixes and suffixes
- Spell commonly misused homophones and use the correct one in writing
- Understanding of spelling patterns further developed, including word lists
- Continue to use dictionaries to check spellings

### COMPOSITION

- Plan writing by discussing and recording ideas
- Organise writing using paragraphs
- Select appropriate grammar and vocabulary for work
- Ensure correct subject and verb agreement
- Proofreading

### VOCABULARY, GRAMMAR AND PUNCTUATION

- Formation of nouns using prefixes
- Expanding noun phrases, including using noun and preposition phrases
- Apostrophes to mark plural possession
- Using hyphens to avoid ambiguity
- More antonyms and synonyms



## Grammar 5 & 6 Learning Objectives

YEARS 5&6

### WORD READING

- Check that all children are reading fluently at age-level or above
- Rapid phonics teaching provided to those children who are still struggling
- Continue to expand and apply growing knowledge of root words, prefixes and suffixes with understanding

### COMPREHENSION

- Continue to develop vocabulary and understanding through reading for pleasure
- Distinguish between homophones, homographs, homonyms, heteronyms
- Develop understanding of relationship between language structure and presentation, and meaning

### TRANSCRIPTION

- Develop understanding of more complex prefixes and suffixes and their rules
- Spell commonly misused homophones and use the correct one in writing
- Continue to use dictionaries to check spellings
- Develop thesaurus skills

### COMPOSITION

- Plan writing by discussing and recording ideas
- Organise writing using paragraphs
- Select appropriate grammar and vocabulary for work
- Ensure correct subject and verb agreement
- Proofreading

### VOCABULARY, GRAMMAR AND PUNCTUATION

- Formation of nouns using prefixes
- Expanding noun phrases, including using noun and preposition phrases
- Parenthesis (round brackets)
- Using colons and bullet points in a list
- More antonyms and synonyms