

Objectives progression by Subject

2022-2023 (59 projects, 3588 lessons) live

Subject area	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Spoken language	Listening and responding	AOL: CL AOL: PSED Listen carefully in a range of situations and is aware of the importance of listening. covered x 4 optional x 5	Listen carefully and respond to others. covered x 12 optional x 23	Listen and respond to the contributions of others. covered x 8 optional x 9	Listen and respond to the instructions, contributions or viewpoints of others. covered x 13 optional x 31	Listen and respond appropriately to the instructions, contributions or viewpoints of others. covered x 13 optional x 17	Listen to and build on the contributions of others in discussions and debates. covered x 10 optional x 38
	Questioning	AOL: CL During small group or one to one discussions, ask questions to find out more and understand what has been said to them. covered x 11 optional x 9	Ask and answer questions using who, what, where, why, how and when. covered x 7 optional x 12	Ask and answer relevant questions in different contexts. covered x 8 optional x 8	Ask for specific additional information with a supplementary question. covered x 4 optional x 4	Ask a series of questions to speculate, imagine and explore ideas. covered x 15 optional x 7	Ask and answer questions to solve problems, hypothesise and think critically. covered x 12 optional x 10
	Vocabulary	AOL: CL Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities. covered x 6 optional x 2	Use subject-specific vocabulary to explain and describe. covered x 9 optional x 20	Suggest words or phrases that are appropriate to the topic. covered x 7 optional x 8	Use interesting adverbial phrases and noun phrases in a discussion or presentation. covered x 10 optional x 4	Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. covered x 7 optional x 5	Use challenging and sophisticated vocabulary to gain and maintain the interest of the listener. covered optional x 2
	Discussion	AOL: CL AOL: Literacy Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. covered x 14 optional x 9	Participate in group talk, role play and performances. covered x 17 optional x 16	Talk confidently in a group or whole class scenario in a range of different contexts. covered x 14 optional x 21	Articulate and justify an idea or opinion. covered x 12 optional x 13	Challenge opinions and points of view, offering an alternative viewpoint or opinion. covered x 3 optional x 3	Present opinions, points of view and arguments related to a topic or debate. covered x 7 optional x 11
	Articulating	AOL: CL Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. covered x 11 optional x 15	Speak in a way that is clear and easy to understand. covered x 6 optional x 6	Speak clearly, pronouncing words correctly and audibly. covered x 6 optional x 9	Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication. covered x 3 optional x 9	Respond appropriately to others and make some extended contributions in formal and informal discussions. covered x 5 optional x 12	Give clear, concise descriptions, explanations and narratives in different contexts. covered x 15 optional x 11
Reading	Word reading – phonic knowledge	AOL: Literacy Blend sounds to read words. covered optional	Apply phonic knowledge and skills to decode words. covered x 3 optional x 2	Continue to apply phonic knowledge and skills to decode words (until decoding is automatic and reading is fluent). Assign			
	Word reading – grapheme-phoneme correspondence	AOL: Literacy Recognise and say sounds represented by graphemes. Assign	Respond speedily with the correct sound to graphemes for all 40 or more phonemes, including alternative sounds for graphemes where applicable. Assign				
	Word reading – blending	AOL: Literacy Use phonic knowledge to decode monosyllabic real and nonsense words. optional	Read accurately by blending sounds in unfamiliar words containing taught GPCs. Assign	Read accurately by blending the sounds in words that contain taught graphemes, recognising alternative sounds for graphemes. Assign			

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	Word reading – common exception words	AOL: Literacy Read some common exception words. optional	Read common exception and high-frequency words, noticing some unusual correspondences between spelling and sound, and where these occur in the word. Assign	Read further common exception words, pointing out unusual correspondences between spelling and sound and where these occur in the word. Assign	Notice words with unusual correspondences between spelling and sound when reading newly encountered vocabulary. Assign	Identify and read further words with unusual correspondences between spelling and sound, drawing on their knowledge of familiar vocabulary. Assign	
	Word reading – prefixes, suffixes, morphology and etymology	AOL: Literacy Use phonic knowledge to blend sounds into words. covered	Read words containing taught GPCs and word endings. Assign	Read words containing common suffixes. Assign	Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud. Assign	Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to read aloud and understand the meaning of new words. Assign	Apply and explain their knowledge of age-appropriate root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words. Assign
	Word reading – words containing GPCs	AOL: Literacy Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. covered x 3 optional x 3	Read words of one or more syllables that contain taught GPCs. Assign	Accurately read words of two or more syllables that contain known graphemes. Assign			
	Word reading – contractions		Read words with contractions. Assign				
	Word reading – reading aloud	AOL: Literacy Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. covered x 3 optional x 2	Read books aloud that are consistent with their phonic knowledge and do not require them to use other word-reading strategies. Assign	Read books aloud that are consistent with their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Assign			
	Word reading – fluency	AOL: Literacy Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment. covered optional	Reread books to improve their fluency and word reading. Assign	Read most common words quickly and accurately, continuing to reread books to build their fluency and confidence. Assign			
	Comprehension – pleasure and motivation to read	AOL: CL Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. covered x 5 optional x 3	Listen to, enjoy and talk about poems, stories and non-fiction texts. optional x 6	Listen to, discuss and give views about a range of poems, stories and non-fiction texts with increasing motivation. optional	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. covered x 2 optional x 2	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding. covered x 2 optional x 5	Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding, in a range of contexts. covered x 4 optional x 3
	Comprehension – sequencing and summarising	AOL: Literacy Talk about stories and make connections with events in their own lives or other familiar stories. covered x 4 optional x 2	Link what they read or hear to their own experiences and understanding of a topic or events. covered x 7 optional	Identify the sequence of events in a simple text, saying what happens next and why it happens. covered x 3	Identify the main point of each paragraph in a short text. covered x 3 optional	Identify and summarise the main ideas drawn from more than one paragraph in longer texts. covered x 3 optional x 6	Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea. covered x 2

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	Comprehension – retelling and performing	AOL: Literacy AOL: Exp A&D Retell stories and narratives through role play and small world play, using some key vocabulary. covered x 7 optional x 8	Learn and recite some rhymes and poems by heart, retelling fairy stories, traditional tales and other stories. covered x 11 optional x 4	Retell a range of stories, tales and fairy stories, and recite poems by heart with appropriate intonation to make the meaning clear. covered x 3 optional	Retell and perform a wide range of texts, including poetry and play scripts, showing understanding using a range of strategies. covered optional x 4	Become familiar with a widening range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling or performing these orally with appropriate tone, volume and action. covered x 4 optional x 3	Prepare and perform a wide range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling these orally with appropriate tone, volume and action so the meaning is clear. covered x 3 optional
	Comprehension – genre and conventions	AOL: Literacy Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. covered x 4 optional x 2	Recognise and say aloud predictable phrases from familiar genres of writing. optional	Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems. covered x 4 optional x 3	Identify some themes and conventions in a range of books, texts and poetry. covered x 4 optional x 4	Identify the main themes and conventions in a range of text types. optional	Discuss and compare the themes and conventions used in an increasing range of age-appropriate text types. covered x 3 optional x 4
	Comprehension – word meaning	AOL: CL AOL: Literacy Show an understanding of the meanings of new words by using them in discussion and role play situations. covered optional x 7	Discuss the meanings of new words in their reading, drawing on known meanings. covered x 3	Discuss and check the meanings of words, linking them to known and given vocabulary. covered x 3 optional	Explain the meaning of words based on the context, using a dictionary where appropriate. covered x 3 optional x 5	Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. covered x 2 optional x 5	Explore the meaning of words, including figurative language. covered optional x 2
	Comprehension – understanding	AOL: Literacy AOL: Exp A&D Talk about stories that have been read to them and retell them through role play and small world play. covered x 4 optional x 5	Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know. optional	Check that age-appropriate texts make sense to them as they read and confidently correct inaccurate reading, drawing on taught background information and vocabulary. covered x 2 optional	Check that longer texts make sense to them and talk about what they have read independently, and important or new vocabulary. covered x 2 optional	Check that texts make sense to them, confidently explaining their understanding and word meanings. covered x 3 optional x 2	Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings. covered optional
	Comprehension – retrieval	AOL: Literacy AOL: Exp A&D Talk about the characters, events and settings in stories they have listened to, using props and materials for role play. optional x 3	Identify and understand what is happening within a short piece of text. covered x 2	Identify the main facts or events in simple texts. covered x 10 optional	Identify key details in a text in response to a retrieval question or research task. covered x 9 optional x 9	Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. covered x 19 optional x 4	Retrieve, record and present a range of information from fiction and non-fiction texts. covered x 11 optional x 9
	Comprehension – writer's craft	AOL: Literacy Be aware of how the title and blurb give information about a book. Assign	Discuss the importance of the title, information and events in a short text. covered x 3 optional x 2	Discuss their favourite words and phrases in a text, giving simple reasons for their choices. covered x 3 optional	Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest. covered x 7 optional x 2	Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. covered x 5 optional x 3	Discuss the writer's use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect. covered x 6 optional
	Comprehension – inference	AOL: Literacy Talk about the pictures in story books and use them to discuss how characters might be feeling. optional x 2	Make simple inferences from what is being said and done in a text. covered x 2	Make inferences from what is being said and done. covered optional x 2	Draw inferences supported with some evidence from the text. covered x 3 optional	Draw inferences supported with evidence from the text. covered x 2 optional	Make inferences supported with specific evidence and distinguish between statements of fact and opinion. covered x 2 optional

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	Comprehension – predicting	AOL: Literacy Suggest what might happen at different points in a story. covered	Predict what might happen from what has been read so far. Assign	Make plausible predictions about what might happen from what has been read so far. optional	Make increasingly plausible predictions based on details stated in the text and their wider knowledge. optional	Predict what might happen from details stated in the text, giving some examples. covered optional	Give evidence from more challenging texts to support their predictions, relying mainly on stated details. Assign
	Comprehension – questioning and explaining	AOL: Literacy Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. covered x 7 optional x 4	Give a simple explanation about the information, characters and events in books or texts that have been read to them. covered x 2 optional x 4	Answer and ask simple questions about age-appropriate texts that they listen to and those that they read for themselves, explaining what they have learned. covered x 3 optional x 3	Ask simple questions to improve their understanding of a text. optional x 2	Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves. optional x 2	Ask a range of questions to improve their understanding of what they have read, appropriate to the task, and give clear explanations and reasons for their views. covered x 2 optional x 2
	Comprehension – structure and purpose			Notice that non-fiction books are structured in different ways. covered x 2 optional	Read books for a range of purposes that are structured in different ways and describe their structure. covered x 2 optional x 2	Read books that are structured in different ways and read for a range of purposes, identifying the purpose of the book and how it is structured. optional	Read books that are structured in different ways and read for an increasing range of purposes. covered optional
	Comprehension – reading widely						Become familiar with a wide range of books, including those from other cultures and traditions. Assign
	Comprehension – recommending						Recommend books that they have read to their peers, giving reasons for their choices. Assign
Writing	Transcription – spelling – spelling rules and strategies	AOL: Literacy Spell words by identifying the sounds and then writing the sounds with letters. covered x 2 optional x 4	Spell words containing taught phonemes. covered	Use a range of spelling strategies to spell many words correctly, including segmenting and applying spelling rules. Assign			
	Transcription – spelling – common exception words and frequently misspelt words	AOL: Literacy Begin to spell some simple common exception words, such as the, to, no, go and I. Assign	Spell age-appropriate common exception words and days of the week. Assign	Spell age-appropriate common exception words with increasing confidence and accuracy. Assign	Develop an increasing range of strategies to spell words that are often misspelt. Assign	Spell words that are often misspelt with increasing accuracy. Assign	Recognise words with 'silent' letters, such as knight and solemn. Assign
	Transcription – spelling – alphabet	AOL: Literacy Begin to link the letters of the alphabet with the corresponding phoneme. covered	Name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound. Assign				
	Transcription – spelling – prefixes, suffixes, morphology and etymology	AOL: Literacy Use phonic knowledge to spell words. covered optional x 2	Add the prefix un- and the suffixes -ing, -ed, -er, -est, -s or -es where no change is needed in the spelling of root words. Assign	Add suffixes to spell longer words, including the suffixes -ment, -ness, -ful, -less and -ly. Assign	Add prefixes and suffixes with increasing confidence. Assign	Add further prefixes and suffixes with increasing accuracy and reference to the spelling rules. Assign	Use further prefixes and suffixes, with their knowledge of morphology and etymology, to spell words. Assign

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	Transcription – spelling – dictations	AOL: Literacy Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. covered x 3 optional x 6	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and common exception words. Assign	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs, common exception words and punctuation. Assign	Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 3. Assign	Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 4. Assign	
	Handwriting – letter formation	AOL: PD AOL: Literacy Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly. covered x 5 optional x 2	Sit and hold a pencil correctly and begin to form lower-case letters, capital letters, handwriting families and digits correctly. covered x 3 optional x 4	Write lowercase letters, capital letters and digits of the correct size, orientation and relationship to one another, with spaces between words that reflect the size of the letters. optional x 3			
	Composition – drafting paragraphs	AOL: Literacy AOL: Exp A&D Use writing to communicate thoughts, ideas, experiences and events. covered x 4 optional x 14	Write a sentence or sequence of sentences for a given purpose. covered x 33 optional x 11	Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry, using some age-appropriate features of the genre. covered x 12 optional x 4	Begin to group related ideas into paragraphs. covered x 14 optional x 2	Organise sentences with the same theme in paragraphs. covered x 10 optional x 8	Use a wide range of devices to build cohesion within paragraphs. covered x 8 optional x 5
	Composition – audience and purpose	AOL: Literacy AOL: Exp A&D Use writing to support their play. covered x 5 optional x 3	Write for a range of purposes. covered x 25 optional x 12	Write for a range of purposes with increasing stamina and positivity. covered x 24 optional x 15	Use simple organisational devices in non-narrative writing. covered x 10 optional x 12	Use a range of organisational devices effectively to structure non-narrative writing. covered x 8 optional x 13	Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing. covered x 8 optional x 7
	Composition – planning	AOL: Literacy Use talk to support the writing process. covered x 4 optional x 3	Say out loud what they are going to write about, making simple pictorial or written records where appropriate. covered x 6 optional x 8	Write down or say what they want to write about before beginning, including ideas and new vocabulary. covered x 19 optional x 5	Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary. covered x 20 optional x 4	Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. covered x 22 optional x 4	Choose the most appropriate planning format and note initial ideas effectively. covered x 18 optional x 8
	Composition – sentences	AOL: Literacy Say words, captions and sentences out loud before writing. covered x 3 optional x 2	Orally rehearse and write short sentences. covered x 6 optional x 7	Explain, one sentence at a time, what they want to write. covered x 4 optional x 4	Orally compose and write sentences using an increasing range of vocabulary and sentence structures. covered x 17 optional x 9	Make some choices about vocabulary and sentence structure. covered x 14 optional x 10	Select increasingly appropriate vocabulary and sentence structures for the genre of writing. covered x 35 optional x 24
	Composition – narrative	AOL: Literacy Put words in order to make a simple phrase or sentence. covered	Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text. covered x 8 optional x 2	Write longer sequences of sentences about their own experiences and those of fictional characters. covered x 4 optional	Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech. covered x 3 optional	Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech. covered x 11	Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action. covered x 7 optional x 2
	Composition – proofreading	AOL: Literacy Begin to read back what they have written to check it makes sense. covered	Reread their writing to check that it makes sense. covered x 5 optional x 7	Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time. covered x 7 optional x 3	Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections. covered x 10 optional x 8	Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors. covered x 7 optional x 10	Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing. covered x 9 optional x 6

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Composition – evaluating and editing	Composition – evaluating and editing	AOL: Literacy Talk about their writing with the teacher. Assign	Discuss their writing with the teacher or other pupils. optional x 4	Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections. covered x 3 optional x 2	Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre. covered x 10 optional x 8	Assess the effectiveness of their own and others' writing, suggesting and making changes to grammar and vocabulary to improve consistency. covered x 3 optional x 16	Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. covered x 15 optional x 9
		AOL: Literacy Share their writing with others, reading it aloud where appropriate. optional	Read their writing aloud, clearly enough to be heard by other children and the teacher. covered x 4 optional x 7	Read their writing aloud clearly, audibly and with appropriate intonation. covered x 6 optional x 4	Read aloud their own writing with appropriate intonation and volume so that the meaning is clear. covered x 2 optional x 7	Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear. covered x 5 optional x 2	Perform their own compositions with appropriate intonation and volume, and some consideration of movement. covered x 6 optional x 2
		Vocabulary, grammar and punctuation – grammar rules, concepts and terminology AOL: CL Talk in full sentences and connect ideas and actions making use of simple conjunctions. Assign	Apply the grammar rules and concepts, and use suitable grammatical terminology. optional	Apply the grammar rules and concepts, and use suitable grammatical terminology. covered optional	Apply the grammar rules and concepts, and use suitable grammatical terminology. Assign	Apply the grammar rules and concepts, and use suitable grammatical terminology. Assign	Apply the grammar rules and concepts, and use suitable grammatical terminology. optional
		Vocabulary, grammar and punctuation – sentences AOL: CL Break the flow of speech into words. optional x 2	Leave spaces between words and join words and clauses using 'and'. optional x 2	Use coordination and subordination to extend their sentences. covered optional	Express time, place and cause using conjunctions, adverbs and prepositions. covered x 2 optional x 6	Use fronted adverbials, pronouns and conjunctions to vary their sentence structure. optional x 3	Use relative clauses to give more information about the noun. covered x 2 optional
		Vocabulary, grammar and punctuation – punctuation AOL: Literacy Be aware of the different punctuation marks in books. Assign	Begin to use punctuation (capital letter, full stop, question mark, exclamation mark). covered optional x 4	Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes). covered x 5 optional	Use taught punctuation and new punctuation (inverted commas). covered	Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma). Assign	Use taught punctuation and the new uses of punctuation (commas, brackets, dashes). covered x 4
		Transcription – spelling – using apostrophes		Spell an increasing number of words with contracted forms and words that use the singular possessive apostrophe. Assign	Use the possessive apostrophe to show singular possession and begin to use the possessive apostrophe for plural possession. Assign	Use the possessive apostrophe correctly to show singular and plural possession. Assign	
		Transcription – spelling – homophones		Distinguish between homophones and near-homophones. Assign	Recognise and spell an increasing range of homophones. Assign	Spell further homophones with increasing accuracy. Assign	Recognise age-appropriate homophones and other words that are often confused. Assign
		Handwriting – joining and legibility		Start using some diagonal and horizontal strokes to join letters. optional	Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters. covered x 5 optional x 2	Use the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of their handwriting. covered x 4 optional	Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task. covered optional x 3
		Vocabulary, grammar and punctuation – vocabulary		Use simple expanded noun phrases with an adjective that describes the noun. covered x 2 optional	Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases. covered	Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. covered optional x 2	Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information. Assign

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	Vocabulary, grammar and punctuation – verbs and tenses			Use the present and past tense correctly and consistently, including the progressive form. covered x 4	Begin to use the present perfect form of verbs. Assign	Use the present perfect form of verbs in contrast to the past tense. Assign	Use a variety of verb forms with increasing confidence, including the perfect form of verbs and modal verbs. covered
	Vocabulary, grammar and punctuation – formality			Use some conventions of written standard English. covered		Use standard English verb forms in their writing. optional	
	Transcription – spelling – dictionaries and thesauri				Begin to use the first two or three letters of a word to check its spelling in a dictionary. optional x 3	Independently use the first two or three letters of a word to check its spelling in a dictionary. optional x 4	Use the first three or four letters of a word to check its spelling or meaning, and use thesauri to find alternative vocabulary. covered x 2 optional x 3
	Composition – précisising						Write key information drawn from more than one paragraph, including some details that support the main idea of the text. covered x 2