

Overview showing coverage of Primary Framework Objectives by Strand per Year

STRAND	Mud Ants (Y1)
1. Speaking	<ul style="list-style-type: none"> • Tell stories and describe incidents from their own experience in an audible voice • Retell stories, ordering events using story language • Interpret a text by reading aloud with some variety in pace and emphasis • Experiment with and build new stores of words to communicate in different contexts
2. Listening & Responding	<ul style="list-style-type: none"> • Listen with sustained concentration, building new stores of words in different contexts • Listen to and follow instructions accurately, asking for help and clarification if necessary
3. Group discussion & interaction	<ul style="list-style-type: none"> • Take turns to speak, listen to each other's suggestions and talk about what they are going to do • Ask and answer questions, make relevant contributions, offer suggestions and take turns • Explain their views to others in a small group, decide how to report the group's views to the class
4. Drama	<ul style="list-style-type: none"> • Explore familiar themes and characters through improvisation and role-play • Act out their own and well-known stories, using voices for characters • Discuss why they like a performance
5. Word recognition	<ul style="list-style-type: none"> • Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show' • Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives • Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills

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	<ul style="list-style-type: none"> • Recognise automatically an increasing number of familiar high frequency words • Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable • Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words • Read and spell phonically decodable two-syllable and three-syllable words
6. Word structure & spelling	<ul style="list-style-type: none"> • Spell new words using phonics as the prime approach • Segment sounds into their constituent phonemes in order to spell them correctly <i>Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'</i> • Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives • Use knowledge of common inflections in spelling, such as plurals, <i>-ly</i>, <i>-er</i> • Read and spell phonically decodable two-syllable and three-syllable words
7. Understanding & interpreting texts	<ul style="list-style-type: none"> • Identify the main events and characters in stories, and find specific information in simple texts • Use syntax and context when reading for meaning • Make predictions showing an understanding of ideas, events and characters • Recognise the main elements that shape different texts • Explore the effect of patterns of language and repeated words and phrases.
8. Engaging with & responding to texts	<ul style="list-style-type: none"> • Visualise and comment on events, characters and ideas, making imaginative links to their own experiences • Distinguish fiction and non-fiction texts and the different purposes for reading them.
9. Creating & shaping texts	<ul style="list-style-type: none"> • Independently choose what to write about, plan and follow it through

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	<ul style="list-style-type: none">• Use key features of narrative in their own writing• Convey information and ideas in simple non-narrative forms• Find and use new and interesting words and phrases, including story language• Create short simple texts on paper and screen that combine words with images (and sounds)
10. Text structure & organisation	<ul style="list-style-type: none">• Write chronological and non-chronological texts using simple structures• Group written sentences together in chunks of meaning or subject.
11. Sentence structure & punctuation	<ul style="list-style-type: none">• Compose and write simple sentences independently to communicate meaning• Use capital letters and full stops when punctuating simple sentences
12. Presentation	<ul style="list-style-type: none">• Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip• Write with spaces between words accurately• Use the space bar and keyboard to type their name and simple texts

Overview showing coverage of Primary Framework Objectives by Strand per Year

STRAND	Bubble Cats (Y2)
1. Speaking	<ul style="list-style-type: none"> • Speak with clarity and use appropriate intonation when reading and reciting texts • Tell real and imagined stories using the conventions of familiar story language • Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.
2. Listening & Responding	<ul style="list-style-type: none"> • Listen to others in class, ask relevant questions and follow instructions • Listen to talk by an adult, remember some specific points and identify what they have learned • Respond to presentations by describing characters, repeating some highlights and commenting constructively
3. Group discussion & interaction	<ul style="list-style-type: none"> • Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement • Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on • Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member
4. Drama	<ul style="list-style-type: none"> • Adopt appropriate roles in small or large groups and consider alternative courses of action • Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class • Consider how mood and atmosphere are created in live or recorded performance
5. Word recognition	<ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns • Know how to tackle unfamiliar words that are not completely decodable

Bubble Cats Y2

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	<ul style="list-style-type: none"> • Read and spell less common alternative graphemes including trigraphs • Read high and medium frequency words independently and automatically
6. Word structure & spelling	<ul style="list-style-type: none"> • Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters • Read and spell less common alternative graphemes including trigraphs
7. Understanding & interpreting texts	<ul style="list-style-type: none"> • Draw together ideas and information from across a whole text, using simple signposts in the text • Give some reasons why things happen or characters change • Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points • Use syntax and context to build their store of vocabulary when reading for meaning • Explore how particular words are used, including words and expressions with similar meanings
8. Engaging with & responding to texts	<ul style="list-style-type: none"> • Engage with books through exploring and enacting interpretations • Explain their reactions to texts, commenting on important aspects
9. Creating & shaping texts	<ul style="list-style-type: none"> • Draw on knowledge and experience of texts in deciding and planning what and how to write • Sustain form in narrative, including use of person and time • Maintain consistency in non-narrative, including purpose and tense • Make adventurous word and language choices appropriate to the style and purpose of the text • Select from different presentational features to suit particular writing purposes on paper and on screen
10. Text structure & organisation	<ul style="list-style-type: none"> • Use planning to establish clear sections for writing

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	<ul style="list-style-type: none">• Use appropriate language to make sections hang together
11. Sentence structure & punctuation	<ul style="list-style-type: none">• Write simple and compound sentences and begin to use subordination in relation to time and reason• Compose sentences using tense consistently (present and past)• Use question marks, and use commas to separate items in a list
12. Presentation	<ul style="list-style-type: none">• Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words• Form and use the four basic handwriting joins• Wordprocess short narrative and non-narrative texts

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STRAND	Pumpkin World (Y3)
1. Speaking	<ul style="list-style-type: none"> • Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds • Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively • Sustain conversation, explain or give reasons for their views or choices • Develop and use specific vocabulary in different contexts
2. Listening & Responding	<ul style="list-style-type: none"> • Follow up others' points and show whether they agree or disagree in whole-class discussion
3. Group discussion & interaction	<ul style="list-style-type: none"> • Use talk to organise roles and action • Actively include and respond to all members of the group • Use the language of possibility to investigate and reflect on feelings, behaviour or relationships
4. Drama	<ul style="list-style-type: none"> • Present events and characters through dialogue to engage the interest of an audience • Use some drama strategies to explore stories or issues • Identify and discuss qualities of others' performances, including gesture, action and costume
5. Word recognition	
6. Word structure & spelling	<ul style="list-style-type: none"> • Spell high and medium frequency words • Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words • Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules
7. Understanding & interpreting texts	<ul style="list-style-type: none"> • Identify and make notes of the main points of section(s) of text

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	<ul style="list-style-type: none"> • Infer characters' feelings in fiction and consequences in logical explanations • Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen • Use syntax, context and word structure to build their store of vocabulary as they read for meaning • Explore how different texts appeal to readers using varied sentence structures and descriptive language
8. Engaging with & responding to texts	<ul style="list-style-type: none"> • Empathise with characters and debate moral dilemmas portrayed in texts • Identify features that writers use to provoke readers' reactions
9. Creating & shaping texts	<ul style="list-style-type: none"> • Make decisions about form and purpose, identify success criteria and use them to evaluate their writing • Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved • Write non-narrative texts using structures of different text-types • Select and use a range of technical and descriptive vocabulary • Use layout, format graphics and illustrations for different purposes
10. Text structure & organisation	<ul style="list-style-type: none"> • Signal sequence, place and time to give coherence • Group related material into paragraphs
11. Sentence structure & punctuation	<ul style="list-style-type: none"> • Show relationships of time, reason and cause through subordination and connectives • Compose sentences using adjectives, verbs and nouns for precision, clarity and impact • Clarify meaning through the use of exclamation marks and speech marks
12. Presentation	<ul style="list-style-type: none"> • Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins • Develop accuracy and speed when using keyboard skills to type, edit and re-draft

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STRAND	Zinger Pinger (Y4)
1. Speaking	<ul style="list-style-type: none"> • Offer reasons and evidence for their views, considering alternative opinions • Respond appropriately to the contributions of others in the light of differing viewpoints • Tell stories effectively and convey detailed information coherently for listeners • Use and reflect on some ground rules for sustaining talk and interactions
2. Listening & Responding	<ul style="list-style-type: none"> • Listen to a speaker, make notes on the talk and use notes to develop a role-play • Identify how talk varies with age, familiarity, gender and purpose
3. Group discussion & interaction	<ul style="list-style-type: none"> • Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor • Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans • Identify the main points of each speaker, compare their arguments and how they are presented
4. Drama	<ul style="list-style-type: none"> • Create roles showing how behaviour can be interpreted from different viewpoints • Develop scripts based on improvisation • Comment constructively on plays and performances, discussing effects and how they are achieved
5. Word recognition	
6. Word structure & spelling	<ul style="list-style-type: none"> • Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words • Distinguish the spelling and meaning of common homophones • Know and apply common spelling rules • Develop a range of personal strategies for learning new and irregular words

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7. Understanding & interpreting texts	<ul style="list-style-type: none"> • Identify and summarise evidence from a text to support a hypothesis • Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts • Use knowledge of different organisational features of texts to find information effectively • Use knowledge of word structures and origins to develop their understanding of word meanings • Explain how writers use figurative and expressive language to create images and atmosphere
8. Engaging with & responding to texts	<ul style="list-style-type: none"> • Interrogate texts to deepen and clarify understanding and response
9. Creating & shaping texts	<ul style="list-style-type: none"> • Develop and refine ideas in writing using planning and problem-solving strategies • Use settings and characterisation to engage readers' interest • Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts • Show imagination through the language used to create emphasis, humour, atmosphere or suspense • Choose and combine words, images and other features for particular effects
10. Text structure & organisation	<ul style="list-style-type: none"> • Organise text into paragraphs to distinguish between different information, events or processes • Use adverbs and conjunctions to establish cohesion within paragraphs
11. Sentence structure & punctuation	<ul style="list-style-type: none"> • Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials) • Use commas to mark clauses, and use the apostrophe for possession
12. Presentation	<ul style="list-style-type: none"> • Write consistently with neat, legible and joined handwriting • Use word processing packages to present written work and continue to increase speed and accuracy in typing

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STRAND	Shell Children (Y5)
1. Speaking	<ul style="list-style-type: none"> • Tell a story using notes designed to cue techniques, such as repetition, recap and humour • Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language • Use and explore different question types and different ways words are used, including in formal and informal contexts
2. Listening & Responding	<ul style="list-style-type: none"> • Identify different question types and evaluate their impact on the audience • Identify some aspects of talk that vary between formal and informal occasions • Analyse the use of persuasive language
3. Group discussion & interaction	<ul style="list-style-type: none"> • Plan and manage a group task over time using different levels of planning • Understand different ways to take the lead and support others in groups • Understand the process of decision making
4. Drama	<ul style="list-style-type: none"> • Reflect on how working in role helps to explore complex issues • Perform a scripted scene making use of dramatic conventions • Use and recognise the impact of theatrical effects in drama
5. Word recognition	
6. Word structure & spelling	<ul style="list-style-type: none"> • Spell words containing unstressed vowels • Know and use less common prefixes and suffixes such as <i>im-</i>, <i>ir-</i>, <i>-cian</i> • Group and classify words according to their spelling patterns and their meanings
7. Understanding & interpreting texts	<ul style="list-style-type: none"> • Make notes on and use evidence from across a text to explain events or ideas

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	<ul style="list-style-type: none"> • Infer writers' perspectives from what is written and from what is implied • Compare different types of narrative and information texts and identify how they are structured • Distinguish between everyday use of words and their subject-specific use • Explore how writers use language for comic and dramatic effects
8. Engaging with & responding to texts	<ul style="list-style-type: none"> • Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts • Compare how a common theme is presented in poetry, prose and other media
9. Creating & shaping texts	<ul style="list-style-type: none"> • Reflect independently and critically on their own writing and edit and improve it • Experiment with different narrative form and styles to write their own stories • Adapt non-narrative forms and styles to write fiction or factual texts, including poems • Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail
10. Text structure & organisation	<ul style="list-style-type: none"> • Experiment with the order of sections and paragraphs to achieve different effects • Change the order of material within a paragraph, moving the topic sentence
11. Sentence structure & punctuation	<ul style="list-style-type: none"> • Adapt sentence construction to different text-types, purposes and readers • Punctuate sentences accurately, including using speech marks and apostrophes
12. Presentation	<ul style="list-style-type: none"> • Adapt handwriting for specific purposes, for example printing, use of italics • Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes

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STRAND	Furkle Stroy Williams (Y6)
1. Speaking	<ul style="list-style-type: none"> • Use a range of oral techniques to present persuasive arguments and engaging narratives • Participate in whole-class debate using the conventions and language of debate, including standard English • Use the techniques of dialogic talk to explore ideas, topics or issues
2. Listening & Responding	<ul style="list-style-type: none"> • Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose • Analyse and evaluate how speakers present points effectively through use of language and gesture • Listen for language variation in formal and informal contexts • Identify the ways spoken language varies according to differences in the context and purpose of its use
3. Group discussion & interaction	<ul style="list-style-type: none"> • Consider examples of conflict and resolution, exploring the language used • Understand and use a variety of ways to criticise constructively and respond to criticism
4. Drama	<ul style="list-style-type: none"> • Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires • Devise a performance considering how to adapt the performance for a specific audience • Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension
5. Word recognition	
6. Word structure & spelling	<ul style="list-style-type: none"> • Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words • Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen
7. Understanding & interpreting texts	<ul style="list-style-type: none"> • Appraise a text quickly, deciding on its value, quality or usefulness

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	<ul style="list-style-type: none"> • Understand underlying themes, causes and points of view • Understand how writers use different structures to create coherence and impact • Explore how word meanings change when used in different contexts • Recognise rhetorical devices used to argue, persuade, mislead and sway the reader
8. Engaging with & responding to texts	<ul style="list-style-type: none"> • Sustain engagement with longer texts, using different techniques to make the text come alive
9. Creating & shaping texts	<ul style="list-style-type: none"> • Set their own challenges to extend achievement and experience in writing • Use different narrative techniques to engage and entertain the reader • In non-narrative, establish, balance and maintain viewpoints • Select words and language drawing on their knowledge of literary features and formal and informal writing • Integrate words, images and sounds imaginatively for different purposes
10. Text structure & organisation	<ul style="list-style-type: none"> • Use varied structures to shape and organise text coherently • Use paragraphs to achieve pace and emphasis
11. Sentence structure & punctuation	<ul style="list-style-type: none"> • Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways • Use punctuation to clarify meaning in complex sentences
12. Presentation	<ul style="list-style-type: none"> • Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style • Select from a wide range of ICT programs to present text effectively and communicate information and ideas