

Framework Code	Learning Objective	Ongoing (O) Unit ref (1A, 2B etc)
6Re1	Recognise, identify and sound independently a wide range of language at text level	O
6Re2	Read and follow independently familiar instructions for classroom activities	O
6Re3	Read independently a range of short simple fiction and nonfiction texts with confidence and enjoyment.	O
6Re4	Understand the main points of a wide range of short, simple texts on general and curricular topics by using contextual clues.	O
6Re5	Understand independently specific information and detail in short, simple texts on a range of general and curricular topics	O
6Re6	Recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics.	Term 1
6Re7	Recognise the attitude or opinion of the writer in short texts on a wide range of general and curricular topics	O
6Re8	Use independently familiar paper and digital reference resources to check meaning and extend understanding	O
6W1	Plan, write, edit and proofread work at text level, with some support, on a range of general and curricular topics.	O
6W2	Write, with some support, about factual and imaginary past events, activities and experiences on a growing range of general and curricular topics .	O
6W3	Write, with some support, about personal feelings and opinions on a limited range of general and curricular	O
6W4	Use joined-up handwriting in all written work across the curriculum with appropriate speed and fluency	Term 1
6W5	Link sentences into coherent text using a variety of basic connectors on a range of general and curricular topics when writing independently	O
6W6	Use independently appropriate layout at text level for a growing range of written genres on familiar general and curricular topics	Term 2
6W7	Spell most high-frequency words accurately for a range of familiar general and curricular topics when writing independently.	O
6W8	Punctuate, with some accuracy, written work at text level for a range of general and curricular topics when writing independently	O
6Uw1	Use a limited range of abstract nouns and compound nouns; use double genitive structures: <i>a friend of theirs</i> ; on a range of general and curricular topics	T1

6Uw2	Use a growing range of quantifiers, cardinal, and ordinal numbers and fractions on a range of general and curricular topic	T1
6Uw3	Use a growing range of participle adjectives and a growing range of adjectives in the correct order in front of nouns on a range of general and curricular topics.	T2
6Ug1	Use a range of determiners including <i>neither, both</i> on a range of general and curricular topics	T1
6Uw4	Use a growing range of questions including <i>how far, how many times, what + noun</i> , on a range of general and curricular topics.	T1
6Ug2	Use a range of pronouns including relative pronouns <i>who, which, that, whom, whose</i> , on a range of general and curricular topics.	T2
6Ug3	Use simple perfect forms to express [recent, indefinite and unfinished] past on a range of general and curricular topics	T1
6Uf1	Use a growing range of future forms including <i>be going to</i> [predictions based on present evidence] and <i>will</i> for predictions on a range of general and curricular topics.	T2
6Ug4	Use a range of active and passive simple present and past forms and <i>used to/didn't use to</i> for past habits/states on a range of general and curricular topics	T1
6Ug5	Use present continuous forms with present and future meaning and past continuous forms for background, parallel and interrupted past actions on a range of general and curricular topic	T1
6Ug6	Begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics.	T2
6Uw5	Use a range of adverbs [simple and comparative forms] including adverbs of manner; use pre-verbal, post-verbal and end-position adverbs;	T2
6Uf2	Use a growing range of modal forms including <i>would</i> [polite requests], <i>could</i> [polite requests], <i>needn't</i> [lack of necessity], <i>should, ought to</i> [obligation], on a range of general and curricular topics	T2
6Uw6	Use a growing range of prepositions preceding nouns and adjectives in prepositional phrases; begin to use dependent prepositions following adjectives; on a range of general and curricular topics	T2
6Ug7	Use the pattern verb + object + infinitive <i>give/take/send/bring/show + direct/indirect object</i> ; begin to use some common prepositional verbs; on a range of general and curricular topics	T1
6Ug8	Use conjunctions <i>while, until, as soon as</i> in relating narratives; use <i>if/unless</i> in conditional sentences;	T1

	on a range of general and curricular topics	
6Ug9	Use <i>if/unless</i> in zero and first conditional clauses; use a range of defining and non-defining relative clauses with <i>which, who, that, whose, whom</i> ; on a range of general and curricular	T1
6L1	Understand, with little or no support, longer sequences of classroom instructions	O
6L2	Understand more complex unsupported questions which ask for personal information	O
6L3	Understand, with little or no support, more complex questions on a range of general and curricular topics.	O
6L4	Understand, with little or no support, the main points in both short and extended talk on a range of general and curricular topics	O
6L5	Understand, with little or no support, specific information and detail in both short and extended talk on a range of general and curricular topics	O
6L6	Deduce, with little or no support, meaning from context in both short and extended talk on a range of general and curricular t	O
6L7	Recognise, with little or no support, the attitude or opinion of the speaker(s) in both short and extended talk on a range of general and curricular topics.	O
6L8	Understand, with little or no support, both short and extended narratives on a range of general and curricular topics	O
6L9	Identify rhymes, onomatopoeia and rhythm.	O
6S1	Provide detailed information about themselves and others at discourse level on a wide range of general topics.	O
6S2	Ask questions to clarify meaning on a range of general and curricular topics.	O
6S3	Give an opinion at discourse level on a range of general and curricular topics	O
6S4	Respond, with increasing flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics	O
6S5	Summarize what others have said on a range of general and curricular topics	O
6S6	Link comments to what others say at sentence and discourse level in pair, group and whole class exchanges.	O
6S7	Keep interaction going in longer exchanges on a wide range of general and curricular topics	O
6S8	Relate extended stories and events on a growing range of general and curricular topics	Term 2