

Framework Code	Learning Objective	Ongoing (O) Unit ref (1A, 2B etc)
• 5Re1	<u>Reading</u> Recognise, identify and sound, with little or no support, a wide range of language at text level.	O
•5Re2	Read and follow, with little or no support, familiar instructions for classroom activities.	O
• 5Re3	Read, with little or no support, a range of short simple fiction and non-fiction texts with confidence and enjoyment.	O
• 5Re4	Understand the main points of a range of short, simple texts on general and curricular topics by using contextual clues.	O
• 5Re5	Understand, with little or no support, specific information and detail in short, simple texts on a range of general and curricular topics.	O
• 5Re6	Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics.	O
• 5Re7	Recognise the attitude or opinion of the writer in short texts on a range of general and curricular topics	O
• 5Re8	Use, with little or no support, familiar paper and digital reference resources to check meaning and extend understanding.	O
• 5W1	<u>Writing</u> Plan, write, edit and proofread work at text level, with support, on an increasing range of general and curricular topics.	O
• 5W2	Write, with support, about factual and imaginary past events, activities and experiences in a paragraph on a limited range of general and curricular topics.	O
• 5W3	Write, with some support, factual and imaginative descriptions at text level which describe people, places and objects.	O
• 5W4	Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency.	O
• 5W5	Link, with little or no support, sentences into a coherent paragraph using a variety of basic connectors on a growing range of general and curricular topics	O
• 5W6	Use, with little or no support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics.	O
5W7	Spell most high-frequency words accurately for a growing range of familiar general and curricular topics when writing independently.	O

• 5W8	Punctuate written work at text level on an increasing range of general and curricular topics with some accuracy when writing independently.	O
• 5Uw1	<u>Use of English</u> Begin to use basic abstract nouns and compound nouns; use a growing range of noun phrases describing times and location; on a growing range of general and curricular topics.	Ongoing
• 5Uw2	Use quantifiers including more, little, few, less, fewer not as many, not as much on a growing range of general and curricular topics.	T1
• 5Uw3	Use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of general and curricular topics.	T2
• 5Ug1	Use a growing range of determiners including all, other on a growing range of general and curricular topics	T1
• 5Uw4	Use questions including questions with whose, how often, how long; use a growing range of tag questions; on a growing range of general and curricular topics.	T1
• 5Ug2	Use a growing range of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no-one on a growing range of general and curricular topics.	T1
• 5Ug3	Use simple perfect forms to express what has happened [indefinite and unfinished past with for and since] on a growing range of general and curricular topics.	T2
• 5Uf1	Use future will and shall to make offers, promises, predictions, on a growing range of general and curricular topics.	T1
• 5Ug4	Use a growing range of present and past simple active and some passive forms on a growing range of general and curricular topics.	T2
• 5Ug5	Use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a growing range of general and curricular topics.	Ongoing
• 5Ug6	Use common impersonal structures with it, there on a growing range of general and curricular topics	Ongoing
• 5Uw5	Use a growing range of adverbs, including adverbs of degree too, not enough, quite, rather; use pre-verbal, post-verbal and end-position adverbs; on a growing range of general and curricular topics.	T2
• 5Uf2	Use modal forms including mustn't (prohibition), need (necessity), should (for advice) on a growing range of general and curricular topics.	T1
• 5Uw6	Use a growing range of prepositions of time, location and direction; use by and with to denote agent and instrument; use prepositions preceding nouns and adjectives in common prepositional phrases; on a	T1

	growing range of general and curricular topics	
• 5Ug7	Use common verbs followed by infinitive verb/verb + ing patterns; use infinitive of purpose; on a growing range of general and curricular topics.	T1
• 5Ug8	Use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of general and curricular topics.	T2
• 5Ug9	Use subordinate clauses following think, know, believe, hope, say, tell; use subordinate clauses following sure, certain; use a growing range of defining relative clauses with which, who, that, where; on a growing range of general and curricular topics.	T2
• 5L1	<u>Listening</u> Understand longer sequences of supported classroom instructions.	O
• 5L2	Understand more complex supported questions which ask for personal information.	O
• 5L3	Understand more complex supported questions on a growing range of general and curricular topics.	O
• 5L4	Understand, with limited support, the main points of extended talk on a range of general and curricular topics	O
• 5L5	Understand most specific information and detail of supported, extended talk on a range of general and curricular topics.	O
• 5L6	Deduce meaning from context in supported extended talk on a range of general and curricular topics	O
• 5L7	Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics.	O
• 5L8	Understand supported narratives, including some extended talk, on a range of general and curricular topics	O
• 5L9	Identify rhymes, repetition and alliteration.	O
• 5S1	<u>Speaking</u> Provide basic information about themselves and others at discourse level on a range of general topics.	O
• 5S2	Ask questions to find out general information on a range of general and curricular topics.	O
• 5S3	Give an opinion at discourse level on an increasing range of general and curricular topics.	O
	Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.	O
• 5S5	Organise talk at discourse level using appropriate connectors on a range of general and curricular topics	O
• 5S6	Communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges.	O
• 5S7	Keep interaction going in longer exchanges on a range of general and curricular topics.	O

• 5S8	Relate some extended stories and events on a limited range of general and curricular topics	O
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