



# Curriculum Objective Mapping

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## English

ENGLISH

Aligned to the Key Stage 2 National Curriculum, our curriculum is organised into topics, subtopics and atoms, which you can navigate through the Syllabus Explorer in Atom Prime. This ensures that our learning product is overall both vertically and horizontally coherent for each year group.

This document provides guidance on where each National Curriculum learning objective is taught so you can ensure full curriculum coverage, appropriate differentiation and emphasis on long-term learning when planning.



Topic	National Curriculum Objective	Subtopic	Atom
Vocabulary	<ul style="list-style-type: none"> <li>→ Demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. (Y3&amp;4)</li> <li>→ Emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing (Y5&amp;6)</li> <li>→ Understand nuances in vocabulary choice and age-appropriate academic vocabulary (Y6)</li> </ul>	Meaning Of Words	Definitions
Vocabulary	Learn how words are related by meaning as synonyms and antonyms (for example, big, large, little) (Y6)	Meaning Of Words	Antonyms and Synonyms
Vocabulary	<ul style="list-style-type: none"> <li>→ Spell further homophones (Y3&amp;4)</li> <li>→ Continue to distinguish between homophones and other words which are often confused (Y5&amp;6)</li> </ul>	Meaning Of Words	Homonyms, Homophones and Homographs
Vocabulary	11+ Topic	Adaptation of Words	Words from Abroad
Vocabulary	11+ Topic	Adaptation of Words	Diminutive & Gendered Words
Vocabulary	11+ Topic	Adaptation of Words	Abbreviations
Vocabulary	11+ Topic	Adaptation of Words	Figures of Speech
Spelling	<ul style="list-style-type: none"> <li>→ Spell words that are often misspelt as detailed in English Appendix 1 (Y3 &amp;4)</li> <li>→ Spell some words with 'silent' letters (for example, knight, psalm, solemn) (Y5 &amp; Y6, p.36)</li> </ul>	Word Sounds	Silent Letters
Spelling	<ul style="list-style-type: none"> <li>→ Spell words that are often misspelt as detailed in English Appendix 1 (Y3 &amp;4)</li> <li>→ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Y5&amp;6)</li> </ul>	Word Sounds	Letter Strings



# National Curriculum for English



Topic	National Curriculum Objective	Subtopic	Atom
Spelling	<ul style="list-style-type: none"> <li>→ Use further prefixes and suffixes and understand how to add them (English Appendix 1) (Y3&amp;4)</li> <li>→ Learn about the formation of nouns using a range of prefixes (for example super-, anti-, auto-) (Y3)</li> <li>→ Use verb prefixes (for example, dis-, de-, mis-, over- and re-) (Y5)</li> <li>→ Use further prefixes and suffixes and understand the guidance for adding them (Y5&amp;6)</li> </ul>	Building Words	Prefixes
Spelling	<ul style="list-style-type: none"> <li>→ Use further prefixes and suffixes and understand how to add them (English Appendix 1) (Y3&amp;4)</li> <li>→ Learn about the formation of nouns using a range of prefixes (for example super-, anti-, auto-) (Y3)</li> <li>→ Use further prefixes and suffixes and understand the guidance for adding them (Y5&amp;6)</li> <li>→ Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify) (Y5)</li> </ul>	Building Words	Suffixes
Spelling	<ul style="list-style-type: none"> <li>→ Spell words that are often misspelt (Y3&amp;4)</li> <li>→ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Y5&amp;6)</li> </ul>	Building Words	Compound Words
Spelling	<ul style="list-style-type: none"> <li>→ Spell words that are often misspelt (Y3&amp;4)</li> <li>→ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Y5&amp;6)</li> </ul>	Building Words	Plurals
Grammar	<ul style="list-style-type: none"> <li>→ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y3&amp;4)</li> <li>→ Using expanded noun phrases to convey complicated information concisely (Y5&amp;6)</li> </ul>	Parts of Speech	Nouns
Grammar	<ul style="list-style-type: none"> <li>→ Using the present perfect form of verbs in contrast to the past tense (Y3&amp;4)</li> <li>→ Standard English forms for verb inflections instead of local spoken forms (Y4)</li> <li>→ Using passive verbs to affect the presentation of information in a sentence (Y5&amp;6)</li> <li>→ Using the perfect form of verbs to mark relationships of time and cause (Y5&amp;6)</li> </ul>	Parts of Speech	Verbs



Topic	National Curriculum Objective	Subtopic	Atom
Grammar	<ul style="list-style-type: none"> <li>→ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y3&amp;4)</li> <li>→ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (Y3&amp;4)</li> <li>→ Using expanded noun phrases to convey complicated information concisely (Y5&amp;6)</li> </ul>	Parts of Speech	Pronouns
Grammar	<ul style="list-style-type: none"> <li>→ Use conjunctions, adverbs and prepositions to express time, place and cause (Y3&amp;4)</li> <li>→ Use fronted adverbials (Y3&amp;Y4) - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] (Y5)</li> <li>→ Use modal verbs or adverbs to indicate degrees of possibility (Y5&amp;6)</li> </ul>	Parts of Speech	Adjectives and Adverbs
Grammar	Use conjunctions, adverbs and prepositions to express time and cause (Y3&4)	Parts of Speech	Prepositions
Grammar	<ul style="list-style-type: none"> <li>→ Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] (Y3)</li> <li>→ Learning the grammar for years 3 and 4 in Appendix 2: determiners (Y4)</li> </ul>	Parts of Speech	Determiners
Grammar	<ul style="list-style-type: none"> <li>→ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Y3&amp;4)</li> <li>→ Use conjunctions, adverbs and prepositions to express time and cause (Y3&amp;4)</li> </ul>	Parts of Speech	Conjunctions
Grammar	Use modal verbs or adverbs to indicate degrees of possibility (Y5&6)	Parts of Speech	Modal Verbs
Grammar	Learning the grammar for years 5 and 6 in English Appendix 2 - Y6 Terminology for pupils = 'subject, object'	Verb Agreement	Subjects and Objects
Grammar	Ensuring correct subject and verb agreement when using singular and plural (Y5&6)	Verb Agreement	Person: Subjects/ Verb Agreement
Grammar	<ul style="list-style-type: none"> <li>→ Using the present perfect form of verbs in contrast to the past tense (Y3&amp;4)</li> <li>→ Using the perfect form of verbs to mark relationships of time and cause (Y5&amp;6)</li> </ul>	Verb Agreement	Tenses: Progressive and Perfect



Topic	National Curriculum Objective	Subtopic	Atom
Grammar	Use passive verbs to affect the presentation of information in a sentence (Y5&6)	Verb Agreement	Active and Passive Voice
Grammar	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (Y5&6)	Verb Agreement	Subjunctive Verb Forms
Grammar	<ul style="list-style-type: none"><li>→ Using the present perfect form of verbs in contrast to the past tense (Y3&amp;4)</li><li>→ Ensuring the consistent and correct use of tense throughout a piece of writing (Y5&amp;6)</li></ul>	Verb Agreement	Tenses: Simple past, present and future
Grammar	Use expanded noun phrases to convey complicated information concisely (Y5&6)	Syntax	Phrases
Grammar	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Y3&4)	Syntax	Sentences and Main Clauses
Grammar	<ul style="list-style-type: none"><li>→ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Y3&amp;4)</li><li>→ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (Y5&amp;6)</li></ul>	Syntax	Subordinate Clauses
Punctuation	<ul style="list-style-type: none"><li>→ Use commas after fronted adverbials (Y4)</li><li>→ Using commas to clarify meaning or avoid ambiguity in writing (Y5&amp;6)</li></ul>	Punctuation	Commas
Punctuation	11+ Topic	Punctuation	Sentence Enders
Punctuation	<ul style="list-style-type: none"><li>→ Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's) (Y3&amp;4)</li><li>→ Indicate possession by using the possessive apostrophe with plural nouns (Y4)</li></ul>	Punctuation	Apostrophes



Topic	National Curriculum Objective	Subtopic	Atom
Punctuation	<ul style="list-style-type: none"><li>→ Introduction to inverted commas (or 'speech marks') to punctuate direct speech (Y3) - indicate grammatical and other features by using and punctuating direct speech (Y3&amp;4)</li><li>→ Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") (Y4)</li></ul>	Punctuation	Direct and Reported Speech
Punctuation	<ul style="list-style-type: none"><li>→ Use hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover) (Y5&amp;6)</li><li>→ Use brackets, dashes or commas to indicate parenthesis (Y5&amp;6)</li></ul>	Punctuation	Hyphens and Parenthesis
Punctuation	<ul style="list-style-type: none"><li>→ Use semicolons, colons or dashes to mark boundaries between independent clauses (Y5&amp;6)</li><li>→ Use a colon to introduce a list and use of semi-colons within lists (Y5&amp;6)</li></ul>	Punctuation	Colons and Semi Colons