

Core learning in literacy by age group

Foundation Stage

Children learn to:

Speak and listen for a wide range of purposes in different contexts

- 1. Speaking**
 - enjoy listening to and using spoken and written language and readily turn to it in play and learning
 - speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'
 - extend their vocabulary, exploring the meanings and sounds of new words
- 2. Listening and Responding**
 - listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
 - sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- 3. Group discussion and interaction**
 - interact with others, negotiating plans and activities and taking turns in conversation
 - use talk to organise, sequence and clarify thinking, ideas, feelings and events
- 4. Drama**
 - use language to imagine and recreate roles and experiences

Read a wide range of texts on screen and on paper

- 5. Word reading skills and strategies**
 - link sounds to letters, naming and sounding the letters of the alphabet.
 - explore and experiment with sounds, words and texts
 - hear and say sounds in words in the order in which they occur
 - blend letters to read CVC words and recognise common digraphs
 - use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer or more complex words
 - read a range of familiar and common words and simple sentences independently
- 6. Understanding and interpreting texts**
 - know that print carries meaning and, in English, is read from left to right and top to bottom
 - show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how

- retell narratives in the correct sequence, drawing on the language patterns of stories

7. Engaging with and responding to texts

- return to favourite books, songs, rhymes to be reread and enjoyed
- listen with enjoyment to stories, songs, rhymes and poems and sustains attentive listening
- show an understanding of the elements of stories, such as main character, sequence of events, and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how
- use language and play to imagine and recreate roles and stories
- respond to stories, songs, rhymes and poems with relevant comments, questions or actions

Write a wide range of texts on paper and on screen

8. Creating and shaping texts

- attempt writing for various purposes, using features of different forms such as lists, stories and instructions

9. Text structure and organisation

- attempt writing for various purposes, using features of different forms such as lists, stories and instructions

10. Sentence structure and punctuation

- write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation

11. Word structure and spelling

- link sounds to letters naming and sounding the letters of the alphabet
- hear and say sounds in words in the order in which they occur
- use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

12. Presentation

- use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

Year 1

Children learn to:

Speak and listen for a wide range of purposes in different contexts

1. Speaking

- 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

2. Listening and Responding

- listen with sustained concentration
- listen to and follow instructions accurately, asking for help and clarification if necessary
- listen to tapes or video and express views about how a story or information has been presented

3. Group discussion and interaction

- take turns to speak, listen to others' 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 small group, decide how to report the group's views to the class

4. Drama

- explore familiar themes and characters through improvisation and role play
- act out own and well-known stories, using voices for characters
- discuss why they like a performance

Read a wide range of texts on screen and on paper

5. Word reading skills and strategies

- read words by blending adjacent consonants, including simple two-syllable words
- use phonics to read unknown or difficult words
- recognise all common digraphs and trigraphs
- read automatically high frequency words
- use syntax and context to self-correct when reading for accuracy and meaning

6. Understanding and interpreting texts

- identify the main events and characters in stories, and find specific information in simple texts
- make predictions showing an understanding of ideas, events and characters
- recognise the main elements that shape different texts
- explain the effect of patterns of language and repeated words and phrases

7. Engaging with and responding to texts

- select books for personal reading and give reasons for choices

- visualise and comment on events, characters and ideas, making imaginative links to own experiences
- distinguish story and information books and the different purposes for reading them

Write a wide range of texts on paper and on screen

8. Creating and shaping texts

- independently choose what to write about, plan and follow it through
- 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 on screen which combine words with images (and sounds)

9. Text structure and organisation

- write chronological and non-chronological texts using simple structures
- group written sentences together in chunks of meaning or subject

10. Sentence structure and punctuation

- compose and write simple sentences independently to communicate meaning
- use capital letters and full stops when punctuating simple sentences

11. Word structure and spelling

- segment sounds in order to spell longer words including words with common digraphs and adjacent consonants
- write correct spelling for common vowel phonemes
- use knowledge of related words and familiar suffixes in spelling new words

12. Presentation

- write most letters, correctly formed and orientated
- write with spaces between words accurately
- use the space bar and keyboard to type name and simple text

Year 2

Children learn to:

Speak and listen for a wide range of purposes in different contexts

1. Speaking

- speak with clarity and use intonation when reading and reciting texts
- tell real and imagined stories using the conventions of familiar story language
- explain ideas and processes using language and gesture appropriately

2. Listening and Responding

- 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 highlight and commenting constructively

3. Group discussion and interaction

- ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement
- work effectively in groups by ensuring 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

- adopt appropriate roles in small or large groups and consider alternative courses of action
- present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class
- consider how mood and atmosphere are created in live or recorded performance

Read a wide range of texts on screen and on paper

5. Word reading skills and strategies

- recognise less common digraphs and trigraphs, exploring word families
- routinely apply phonic knowledge for reading unknown or difficult words
- use syntax, context and word structure when reading for meaning
- use knowledge of word structure to support reading, including polysyllabic words

6. Understanding and interpreting texts

- draw together ideas and information from across a whole text, using simple signposts in the text
- give some reasons for why things happen or characters change
- explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points

- explore how particular words are used, including words and expressions with similar meanings

7. Engaging with and responding to texts

- read whole books on their own, choosing and justifying selections
- engage with books through exploring and enacting interpretations
- explain their reactions to texts, commenting on important aspects

Write a wide range of texts on paper and on screen

8. Creating and shaping texts

- 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 style and purpose of text
- select from different presentational features to suit particular writing purposes on paper and on screen

9. Text structure and organisation

- use planning to establish clear sections for writing
- use appropriate language to make sections hang together

10. Sentence structure and punctuation

- write simple and compound sentences and begin to use subordination in relation to time and reason
- use tense consistently (present, past and imperative)
- use question marks and use commas to separate items in a list

11. Word structure and spelling

- spell new words using phonics and a range of self-checking strategies
- spell correctly common inflections, including plurals, tenses (*-ing*, *-ed*), words with double letters and common prefixes

12. Presentation

- write legibly, with ascenders and descenders distinguished
- use upper and lower case letters appropriately within words
- word process short narrative and non-narrative texts

Year 3

Children learn to:

Speak and listen for a wide range of purposes in different contexts

1. Speaking

- 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 items are clearly sequenced, relevant details are included and accounts ended effectively
- sustain conversation, explain or giving reasons for their views or choices

2. Listening and Responding

- follow up others' points and show whether they agree or disagree in whole class-discussion
- identify the presentational features used to communicate the main points in a broadcast
- identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus

3. Group discussion and interaction

- 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

- 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, costume

Read a wide range of texts on screen and on paper

5. Word reading skills and strategies

- read independently using phonics, including the full range of digraphs and trigraphs, to decode unknown words, and syntax, context and word structure when reading for meaning
- recognise a range of prefixes and suffixes and how they modify meaning

6. Understanding and interpreting texts

- identify and make notes of the main points of section(s) of text
- infer characters' feelings in fiction and consequences in logical explanations
- identify how different texts are organised, including reference texts, magazines, leaflets, on paper and on screen
- explore how different texts appeal to readers using varied sentence structures and descriptive language

7. Engaging with and responding to texts

- share and compare reasons for reading preferences, extending range of books read
- empathise with characters and debate moral dilemmas portrayed in texts
- identify features that writers use to provoke readers' reactions

Write a wide range of texts on paper and on screen

8. Creating and shaping texts

- 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, illustrations for different purposes

9. Text structure and organisation

- signal sequence, place and time to give coherence
- group related material into paragraphs

10. Sentence structure and punctuation

- 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

11. Word structure and spelling

- spell unfamiliar words using known conventions and rules and a range of strategies including phonemic, morphemic and etymological
- spell words containing short vowels, prefixes and suffixes and inflections, doubling the final consonant where necessary

12. Presentation

- write neatly and legibly with handwriting generally joined, consistent in size and spacing
- use keyboard skills to type, edit and redraft

Year 4

Children learn to:

Speak and listen for a wide range of purposes in different contexts

1. Speaking

- respond appropriately on the contributions of others in light of alternative viewpoints
- tell stories effectively and convey detailed information coherently for listeners
- use and reflect on some ground rules for dialogue

2. Listening and Responding

- listen to a speaker, make notes on the talk and use notes to develop a role play
- compare the different contributions of music, words and images in short extracts from TV programmes
- investigate how talk varies with age, familiarity, gender and purpose

3. Group discussion and interaction

- take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe, and mentor
- use time, resources and group members efficiently by distributing tasks, checking progress, making back-up plans
- identify the main points of each speaker, compare their arguments and how they are presented

4. Drama

- 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

Read a wide range of texts on screen and on paper

5. Word reading skills and strategies

- use knowledge of word structure and a more extensive range of prefixes and suffixes to construct the meaning of words in context

6. Understanding and interpreting texts

- identify and summarise evidence from a text to support a hypotheses
- 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
- explain how writers use figurative and expressive language to create images and atmosphere

7. Engaging with and responding to texts

- read extensively favourite authors/genres and experiment with other types of text

- interrogate texts to deepen and clarify understanding and response
- explore why and how writers write, including through face-to-face and online contact with authors

Write a wide range of texts on paper and on screen

8. Creating and shaping texts

- 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 language used to create emphasis, humour, atmosphere or suspense
- choose and combine words, images and other features for particular effects

9. Text structure and organisation

- organise texts into paragraphs to distinguish between different information, events or processes
- use adverbs and conjunctions to establish cohesion within paragraphs

10. Sentence structure and punctuation

- clarify meaning and point of view by using phrases, clauses and adverbials
- use commas to mark clauses and the apostrophe for possession

11. Word structure and spelling

- spell unfamiliar words using phonemic, morphemic and etymological strategies
- distinguish the spelling and meaning of common homophones

12. Presentation

- write consistently with neat, legible and joined handwriting
- use word processing packages to present written work

Year 5

Children learn to:

Speak and listen for a wide range of purposes in different contexts

1. Speaking

- 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

2. Listening and Responding

- identify different question types and evaluate impact on audience
- identify some aspects of talk which vary between formal and informal occasions
- analyse the use of persuasive language

3. Group discussion and interaction

- 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

- 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

Read a wide range of texts on screen and on paper

5. Word reading skills and strategies

- use knowledge of words, roots, derivations and spelling patterns to read unknown words

6. Understanding and interpreting texts

- make notes on and use evidence from across a text to explain events or ideas
- 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
- explore how writers use language for comic and dramatic effects

7. Engaging with and responding to texts

- reflect on reading habits and preferences and plan personal reading goals
- compare the usefulness of techniques such as visualisation, prediction, empathy in exploring the meaning of texts
- compare how a common theme is presented in poetry, prose and other media

Write a wide range of texts on paper and on screen

8. Creating and shaping texts

- reflect independently and critically on own writing and edit and improve it
- experiment with different narrative forms and styles to write their own stories
- adapt non-narrative forms and styles to write fiction or factual texts, including poems
- vary pace and develop viewpoint through the use of direct and reported speech, portrayal of action, selection of detail
- create multi-layered texts, including use of hyperlinks, linked web pages

9. Text structure and organisation

- experiment with the order of sections and paragraphs to achieve different effects
- change the order of material within a paragraph, moving the topic sentence

10. Sentence structure and punctuation

- adapt sentence construction to different text types, purposes and readers
- punctuate sentences accurately, including use of speech marks and apostrophes

11. Word structure and spelling

- spell words containing unstressed vowels and more complex prefixes and suffixes, e.g. *im-*, *ir-*, *-tion*, *-cian*.
- group and classify words with regular spelling patterns and their meanings

12. Presentation

- adapt handwriting to specific purposes, e.g. printing, use of italics
- use a range of ICT programmes to present texts

Year 6

Children learn to:

Speak and listen for a wide range of purposes in different contexts

1. Speaking

- 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 and Responding

- 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 context and purpose of use

3. Group discussion and interaction

- consider examples of conflict and resolution, exploring language used
- understand and use a variety of ways to criticise constructively and respond to criticism

4. Drama

- improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires
- consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension [creative entitlement
- devise a performance considering how to adapt the performance for a specific audience

Read a wide range of texts on screen and on paper

5. Word reading skills and strategies

- use knowledge of word derivations and word structure, eg affixes, acronyms and letter omission, to construct the meaning of words in context

6. Understanding and interpreting texts

- appraise a text quickly, deciding on its value/quality/usefulness
- understand underlying themes, causes and points of view
- understand how writers use different structures to create coherence and impact
- recognise rhetorical devices used to argue, persuade, mislead and sway the reader

7. Engaging with and responding to texts

- read extensively and discuss personal reading with others, including in reading groups

- sustain engagement with longer texts, using different techniques to make the text come alive
- compare how writers from different times and places present experiences and use language

Write a wide range of texts on paper and on screen

8. Creating and shaping texts

- set 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

9. Text structure and organisation

- use varied structures to shape and organise texts coherently
- use paragraphs to achieve pace and emphasis

10. Sentence structure and punctuation

- express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways
- use punctuation to clarify meaning in complex sentences

11. Word structure and spelling

- 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 own work, on paper and on screen

12. Presentation

- use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style
- select from a variety of ICT programmes to present text effectively and communicate information and ideas