

Core learning in literacy by year

Core learning in literacy by year

Foundation Stage

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	5. Word recognition: decoding (reading) and encoding (spelling)	6. Word structure and spelling
Enjoy listening to and using spoken and written language and readily turn to it in play and learning	Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems	Interact with others, negotiating plans and activities and taking turns in conversation	Use language to imagine and recreate roles and experiences	Explore and experiment with sounds, words and texts	Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
Use talk to organise, sequence and clarify thinking, ideas, feelings and events	Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions	Use talk to organise, sequence and clarify thinking, ideas, feelings and events		Link sounds to letters, naming and sounding the letters of the alphabet <i>Recognise letter shapes and say a sound for each</i>	
Use language to imagine and recreate roles and experiences	Extend their vocabulary, exploring the meanings and sounds of new words			Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly	
Speak clearly and audibly with confidence and control and show awareness of the listener				Hear and say sounds in words in the order in which they occur ¹	
Extend their vocabulary, exploring the meanings and sounds of new words				Read simple words by sounding out and blending the phonemes all through the word from left to right <i>Children move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and 'bus' to longer CCVC words such as 'clap' and 'stop', and CVCC words such as 'fast' and 'milk'</i>	
				Recognise common digraphs	
				Read some high frequency words	
				Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	
				Read a range of familiar and common words and simple sentences independently	
				Read texts compatible with their phonic knowledge and skills	
				Read and write one grapheme for each of the 44 phonemes	

Foundation Stage objectives in bold refer to the Early Learning Goals.

Throughout this document, the specific objectives identified for the Foundation Stage are dependent upon the outcomes of the consultation on the EYFS.

¹ The wording of this objective may change depending upon the outcomes of the consultation on changes to the Early Learning Goals pending parliamentary approval.

Most children learn to:

7. Understanding and interpreting texts	8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
<p>Know that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Extend their vocabulary, exploring the meanings and sounds of new words</p> <p>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</p> <p>Retell narratives in the correct sequence, drawing on the language patterns of stories</p>	<p>Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions or actions</p> <p>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</p> <p>Use language to imagine and recreate roles and experiences</p>	<p>Attempt writing for various purposes, using features of different forms such as lists, stories and instructions</p>	<p>Attempt writing for various purposes, using features of different forms such as lists, stories and instructions</p>	<p>Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p>

Core learning in literacy by year

Foundation Stage

Core learning in literacy by year

Year 1

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	5. Word recognition: decoding (reading) and encoding (spelling)	6. Word structure and spelling
Tell stories and describe incidents from their own experience in an audible voice	Listen with sustained concentration, building new stores of words in different contexts	Take turns to speak, listen to others' suggestions and talk about what they are going to do	Explore familiar themes and characters through improvisation and role-play	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'	Spell new words using phonics as the prime approach
Retail stories, ordering events using story language	Listen to and follow instructions accurately, asking for help and clarification if necessary	Ask and answer questions, make relevant contributions, offer suggestions and take turns	Act out their own and well-known stories, using voices for characters	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	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 diagraphs and adjacent consonants such as 'brush', 'crunch'</i>
Interpret a text by reading aloud with some variety in pace and emphasis	Listen to tapes or video and express views about how a story or information has been presented	Explain their views to others in a small group, decide how to report the group's views to the class	Discuss why they like a performance	Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills	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
Experiment with and build new stores of words to communicate in different contexts				Recognise automatically an increasing number of familiar high frequency words	Use knowledge of common inflections in spelling, such as plurals, -ly, -er
				Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable	Read and spell phonically decodable two-syllable and three-syllable words
				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	

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Most children learn to:

7. Understanding and interpreting texts	8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
Identify the main events and characters in stories, and find specific information in simple texts	Select books for personal reading and give reasons for choices	Independently choose what to write about, plan and follow it through	Write chronological and non-chronological texts using simple structures	Compose and write simple sentences independently to communicate meaning	Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
Use syntax and context when reading for meaning	Visualise and comment on events, characters and ideas, making imaginative links to their own experiences	Use key features of narrative in their own writing	Group written sentences together in chunks of meaning or subject	Use capital letters and full stops when punctuating simple sentences	Write with spaces between words accurately
Make predictions showing an understanding of ideas, events and characters	Distinguish fiction and non-fiction texts and the different purposes for reading them	Convey information and ideas in simple non-narrative forms			Use the space bar and keyboard to type their name and simple texts
Recognise the main elements that shape different texts		Find and use new and interesting words and phrases, including story language			
Explore the effect of patterns of language and repeated words and phrases		Create short simple texts on paper and on screen that combine words with images (and sounds)			

Core learning in literacy by year

Year 1

Core learning in literacy by year

Year 2

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	5. Word recognition: decoding (reading) and encoding (spelling)	6. Word structure and spelling
<p>Speak with clarity and use appropriate intonation when reading and reciting texts</p> <p>Tell real and imagined stories using the conventions of familiar story language</p> <p>Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication</p>	<p>Listen to others in class, ask relevant questions and follow instructions</p> <p>Listen to talk by an adult, remember some specific points and identify what they have learned</p> <p>Respond to presentations by describing characters, repeating some highlight and commenting constructively</p>	<p>Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement</p> <p>Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on</p> <p>Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member</p>	<p>Adopt appropriate roles in small or large groups and consider alternative courses of action</p> <p>Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class</p> <p>Consider how mood and atmosphere are created in live or recorded performance</p>	<p>Read independently and with increasing fluency on longer and less familiar texts</p> <p>Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns</p> <p>Know how to tackle unfamiliar words that are not completely decodable</p> <p>Read and spell less common alternative graphemes including trigraphs</p> <p>Read high and medium frequency words independently and automatically</p>	<p>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</p> <p>Read and spell less common alternative graphemes including trigraphs</p>

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Most children learn to:

7. Understanding and interpreting texts	8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
<p>Draw together ideas and information from across a whole text, using simple signposts in the text</p> <p>Give some reasons why things happen or characters change</p> <p>Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points</p> <p>Use syntax and context to build their store of vocabulary when reading for meaning</p> <p>Explore how particular words are used, including words and expressions with similar meanings</p>	<p>Read whole books on their own, choosing and justifying selections</p> <p>Engage with books through exploring and enacting interpretations</p> <p>Explain their reactions to texts, commenting on important aspects</p>	<p>Draw on knowledge and experience of texts in deciding and planning what and how to write</p> <p>Sustain form in narrative, including use of person and time</p> <p>Maintain consistency in non-narrative, including purpose and tense</p> <p>Make adventurous word and language choices appropriate to the style and purpose of the text</p> <p>Select from different presentational features to suit particular writing purposes on paper and on screen</p>	<p>Use planning to establish clear sections for writing</p> <p>Use appropriate language to make sections hang together</p>	<p>Write simple and compound sentences and begin to use subordination in relation to time and reason</p> <p>Compose sentences using tense consistently (present and past)</p> <p>Use question marks, and use commas to separate items in a list</p> <p>Use question marks, and use commas to separate items in a list</p>	<p>Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words</p> <p>Form and use the four basic handwriting joins</p> <p>Wordprocess short narrative and non-narrative texts</p>

Core learning in literacy by year

Year 2

Core learning in literacy by year

Year 3

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	5. Word recognition: decoding (reading) and encoding (spelling)	6. Word structure and spelling
<p>Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds</p> <p>Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively</p> <p>Sustain conversation, explain or give reasons for their views or choices</p> <p>Develop and use specific vocabulary in different contexts</p>	<p>Follow up others' points and show whether they agree or disagree in whole-class discussion</p> <p>Identify the presentational features used to communicate the main points in a broadcast</p> <p>Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus</p>	<p>Use talk to organise roles and action</p> <p>Actively include and respond to all members of the group</p> <p>Use the language of possibility to investigate and reflect on feelings, behaviour or relationships</p>	<p>Present events and characters through dialogue to engage the interest of an audience</p> <p>Use some drama strategies to explore stories or issues</p> <p>Identify and discuss qualities of others' performances, including gesture, action and costume</p>	<p>Note</p> <p>Year 3 is a significant year for moving the emphasis on teaching from word recognition to language comprehension. <i>The Rose Report: Independent review of the teaching of early reading (2006)</i> makes clear that the two dimensions of reading – word recognition processes and language comprehension processes – are both necessary to achieve fluent reading. However, the balance between word recognition and language comprehension should change as children acquire secure and automatic decoding skills.</p> <p>For this reason, there is no content provided for strand 5 after Year 2 and the heading itself is removed after this reference for Year 3.</p> <p>Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group, and where this is not the case should be enabled to reach age-related expectations as quickly as possible. Some newly arrived learners of EAL may need to undertake time limited work based on objectives for decoding/encoding in addition to overall language development work.</p>	<p>Spell high and medium frequency words</p> <p>Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words</p> <p>Spell unfamiliar words using known conventions including grapheme–phoneme correspondences and morphological rules</p>

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Most children learn to:

7. Understanding and interpreting texts	8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
<p>Identify and make notes of the main points of section(s) of text</p> <p>Infer characters' feelings in fiction and consequences in logical explanations</p> <p>Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen</p> <p>Use syntax, context and word structure to build their store of vocabulary as they read for meaning</p> <p>Explore how different texts appeal to readers using varied sentence structures and descriptive language</p>	<p>Share and compare reasons for reading preferences, extending the range of books read</p> <p>Empathise with characters and debate moral dilemmas portrayed in texts</p> <p>Identify features that writers use to provoke readers' reactions</p>	<p>Make decisions about form and purpose, identify success criteria and use them to evaluate their writing</p> <p>Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved</p> <p>Write non-narrative texts using structures of different text-types</p> <p>Select and use a range of technical and descriptive vocabulary</p> <p>Use layout, format, graphics and illustrations for different purposes</p>	<p>Signal sequence, place and time to give coherence</p> <p>Group related material into paragraphs</p>	<p>Show relationships of time, reason and cause through subordination and connectives</p> <p>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p> <p>Clarify meaning through the use of exclamation marks and speech marks</p>	<p>Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins</p> <p>Develop accuracy and speed when using keyboard skills to type, edit and redraft</p>

Core learning in literacy by year

Year 3

Core learning in literacy by year

Year 4

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	6. Word structure and spelling	7. Understanding and interpreting texts
Offer reasons and evidence for their views, considering alternative opinions	Listen to a speaker, make notes on the talk and use notes to develop a role-play	Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor	Create roles showing how behaviour can be interpreted from different viewpoints	Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words	Identify and summarise evidence from a text to support a hypothesis
Respond appropriately to the contributions of others in the light of differing viewpoints	Compare the different contributions of music, words and images in short extracts from TV programmes	Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans	Develop scripts based on improvisation	Distinguish the spelling and meaning of common homophones	Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
Tell stories effectively and convey detailed information coherently for listeners	Identify how talk varies with age, familiarity, gender and purpose	Identify the main points of each speaker, compare their arguments and how they are presented	Comment constructively on plays and performances, discussing effects and how they are achieved	Know and apply common spelling rules	Use knowledge of different organisational features of texts to find information effectively
Use and reflect on some ground rules for sustaining talk and interactions				Develop a range of personal strategies for learning new and irregular words	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

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Most children learn to:

8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
<p>Read extensively favourite authors or genres and experiment with other types of text</p> <p>Interrogate texts to deepen and clarify understanding and response</p> <p>Explore why and how writers write, including through face-to-face and online contact with authors</p>	<p>Develop and refine ideas in writing using planning and problem-solving strategies</p> <p>Use settings and characterisation to engage readers' interest</p> <p>Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts</p> <p>Show imagination through the language used to create emphasis, humour, atmosphere or suspense</p> <p>Choose and combine words, images and other features for particular effects</p>	<p>Organise text into paragraphs to distinguish between different information, events or processes</p> <p>Use adverbs and conjunctions to establish cohesion within paragraphs</p>	<p>Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)</p> <p>Use commas to mark clauses, and use the apostrophe for possession</p>	<p>Write consistently with neat, legible and joined handwriting</p> <p>Use wordprocessing packages to present written work and continue to increase speed and accuracy in typing</p>

Core learning in literacy by year

Year 4

Core learning in literacy by year

Year 5

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	6. Word structure and spelling	7. Understanding and interpreting texts
Tell a story using notes designed to cue techniques, such as repetition, recap and humour	Identify different question types and evaluate their impact on the audience	Plan and manage a group task over time using different levels of planning	Reflect on how working in role helps to explore complex issues	Spell words containing unstressed vowels	Make notes on and use evidence from across a text to explain events or ideas
Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language	Identify some aspects of talk that vary between formal and informal occasions	Understand different ways to take the lead and support others in groups	Perform a scripted scene making use of dramatic conventions	Know and use less common prefixes and suffixes such as <i>im-</i> , <i>ir-</i> , <i>-cian</i>	Infer writers' perspectives from what is written and from what is implied
Use and explore different question types and different ways words are used, including in formal and informal contexts	Analyse the use of persuasive language	Understand the process of decision making	Use and recognise the impact of theatrical effects in drama	Group and classify words according to their spelling patterns and their meanings	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

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Most children learn to:

8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
<p>Reflect on reading habits and preferences and plan personal reading goals</p> <p>Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts</p> <p>Compare how a common theme is presented in poetry, prose and other media</p>	<p>Reflect independently and critically on their own writing and edit and improve it</p> <p>Experiment with different narrative forms and styles to write their own stories</p> <p>Adapt non-narrative forms and styles to write fiction or factual texts, including poems</p> <p>Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail</p> <p>Create multi-layered texts, including use of hyperlinks and linked web pages</p>	<p>Experiment with the order of sections and paragraphs to achieve different effects</p> <p>Change the order of material within a paragraph, moving the topic sentence</p>	<p>Adapt sentence construction to different text-types, purposes and readers</p> <p>Punctuate sentences accurately, including using speech marks and apostrophes</p>	<p>Adapt handwriting for specific purposes, for example printing, use of italics</p> <p>Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes</p>

Core learning in literacy by year

Year 5

Core learning in literacy by year

Year 6

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	6. Word structure and spelling	7. Understanding and interpreting texts
Use a range of oral techniques to present persuasive arguments and engaging narratives	Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose	Consider examples of conflict and resolution, exploring the language used	Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires	Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words	Appraise a text quickly, deciding on its value, quality or usefulness
Participate in whole-class debate using the conventions and language of debate, including standard English	Analyse and evaluate how speakers present points effectively through use of language and gesture	Understand and use a variety of ways to criticise constructively and respond to criticism	Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension	Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen	Understand underlying themes, causes and points of view
Use the techniques of dialogic talk to explore ideas, topics or issues	Listen for language variation in formal and informal contexts		Devise a performance considering how to adapt the performance for a specific audience		Explore how word meanings change when used in different contexts
	Identify the ways spoken language varies according to differences in the context and purpose of its use				Recognise rhetorical devices used to argue, persuade, mislead and sway the reader

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Most children learn to:

8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
<p>Read extensively and discuss personal reading with others, including in reading groups</p> <p>Sustain engagement with longer texts, using different techniques to make the text come alive</p> <p>Compare how writers from different times and places present experiences and use language</p>	<p>Set their own challenges to extend achievement and experience in writing</p> <p>Use different narrative techniques to engage and entertain the reader</p> <p>In non-narrative, establish, balance and maintain viewpoints</p> <p>Select words and language drawing on their knowledge of literary features and formal and informal writing</p> <p>Integrate words, images and sounds imaginatively for different purposes</p>	<p>Use varied structures to shape and organise text coherently</p> <p>Use paragraphs to achieve pace and emphasis</p>	<p>Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways</p> <p>Use punctuation to clarify meaning in complex sentences</p>	<p>Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style</p> <p>Select from a wide range of ICT programs to present text effectively and communicate information and ideas</p>

Core learning in literacy by year

Year 6

Core learning in literacy by year

Year 6 progression to Year 7

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	6. Word structure and spelling	7. Understanding and interpreting texts
Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas Tailor the structure, vocabulary and delivery of a talk or presentation so that it is helpfully sequenced and supported by gesture or other visual aid as appropriate Use standard English consistently in formal situations and promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument	Listen for and recall the main points of a talk, reading or TV programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed Identify the main methods used by presenters to explain, persuade, amuse or argue a case, e.g. emotive language Investigate differences between spoken and written language structures	Adopt a range of roles in discussion, including acting as a spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning Identify and report the main points emerging from discussion Acknowledge other people's views, justifying or modifying their own views in the light of what others say Work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas	Develop drama techniques to explore in role a variety of situations and texts or respond to stimuli Develop drama techniques and strategies for anticipating, visualising and problem solving in different learning contexts Work collaboratively to devise and present scripted and unscripted pieces that maintain the attention of an audience, and reflect on and evaluate their own presentations and those of others	Revise, consolidate and secure knowledge of correct vowel choices, pluralisation, prefixes, word endings and high frequency words Record and learn from personal errors, corrections, investigations, conventions, exceptions and new vocabulary Draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns	Locate resources for a specific task, appraising the value and relevance of information and acknowledging sources Read between the lines and find evidence for their interpretation Identify how print, images and sounds combine to create meaning Infer the meanings of unknown words using syntax, context, word structures and origins Identify the ways writers of non-fiction match language and organisation to their intentions

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Most children learn to:

8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
<p>Read a range of recent fiction texts independently as the basis for developing critical reflection and personal response</p> <p>Explore the notion of literary heritages and understand why some texts have been particularly influential or significant</p> <p>Write reflectively about a text, distinguishing between the attitudes and assumptions of characters and those of the author and taking account of the needs of others who might read it</p>	<p>Independently write and present a text with the reader and purpose in mind</p> <p>Use a range of narrative devices to involve the reader</p> <p>Identify criteria for evaluating a situation, object or event, presenting findings fairly and adding persuasive emphasis to key points</p> <p>Experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme</p>	<p>Organise ideas into a coherent sequence of paragraphs</p> <p>In non-chronological writing, introduce, develop and conclude paragraphs appropriately</p>	<p>Extend their use and control of complex sentences by deploying subordinate clauses effectively</p> <p>Use punctuation to convey and clarify meaning and to integrate speech into longer sentences</p> <p>Use standard English confidently and consistently in formal writing, with awareness of the differences between spoken and written language structures</p>	<p>Review the legibility and neatness of their handwriting</p> <p>Set personal targets to improve presentation, using a range of presentational devices, on paper and on screen</p>

Core learning in literacy by year

Year 6 progression to Year 7