

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	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	Adopt a range of roles in discussion, including acting as a spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning	Develop drama techniques to explore in role a variety of situations and texts or respond to stimuli	Revise, consolidate and secure knowledge of correct vowel choices, pluralisation, prefixes, word endings and high frequency words	Locate resources for a specific task, appraising the value and relevance of information and acknowledging sources
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	Identify the main methods used by presenters to explain, persuade, amuse or argue a case, e.g. emotive language	Identify and report the main points emerging from discussion	Develop drama techniques and strategies for anticipating, visualising and problem solving in different learning contexts	Record and learn from personal errors, corrections, investigations, conventions, exceptions and new vocabulary	Read between the lines and find evidence for their interpretation
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	Investigate differences between spoken and written language structures	Acknowledge other people's views, justifying or modifying their own views in the light of what others say	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	Draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns	Identify how print, images and sounds combine to create meaning
		Work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas			Interpret 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

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 EVFS.

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
Read a range of recent fiction texts independently as the basis for developing critical reflection and personal response	Independently write and present a text with the reader and purpose in mind	Organise ideas into a coherent sequence of paragraphs	Extend their use and control of complex sentences by deploying subordinate clauses effectively	Review the legibility and neatness of their handwriting
Explore the notion of literary heritages and understand why some texts have been particularly influential or significant	Use a range of narrative devices to involve the reader	In non-chronological writing, introduce, develop and conclude paragraphs appropriately	Use punctuation to convey and clarify meaning and to integrate speech into longer sentences	Set personal targets to improve presentation, using a range of presentational devices, on paper and on screen
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	Identify criteria for evaluating a situation, object or event, presenting findings fairly and adding persuasive emphasis to key points		Use standard English confidently and consistently in formal writing, with awareness of the differences between spoken and written language structures	
	Experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme			

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