

# 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		Understand how writers use different structures to create coherence and impact
	Identify the ways spoken language varies according to differences in the context and purpose of its use				Explore how word meanings change when used in different contexts
					Recognise rhetorical devices used to argue, persuade, mislead and sway the reader

### 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.

## 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>

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