

Core learning in literacy by year

Year 6

Most children learn to:

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 the context and purpose of its use

3. Group discussion and interaction

Consider examples of conflict and resolution, exploring the 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 and desires

Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

Devise a performance considering how to adapt the performance for a specific audience

6. 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 their own work, on paper and on screen

7. Understanding and interpreting texts

Appraise a text quickly, deciding on its value, quality or usefulness

Understand underlying themes, causes and points of view

Understand how writers use different structures to create coherence and impact

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

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

9. Creating and shaping texts

Set their 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

10. Text structure and organisation

Use varied structures to shape and organise text coherently

Use paragraphs to achieve pace and emphasis

11. 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

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 wide range of ICT programs to present text effectively and communicate information and ideas