Reception literacy learning objectives

Core learning in literacy by age group

Foundation Stage (learning objectives in bold type are taken directly from the Early Learning Goals)

Children learn to:

Reception 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

Reception 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

Reception

8. Writing 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:

Y1 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

Y1 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

Y1 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:

**Y2** 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 stores, 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

**Y2** 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
Y2 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:

**Y3**  
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

**Y3**  
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
Y3 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:

Y4 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

Y4 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
Y4 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:

**Y5**  **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

**Y5**  **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

**Y5**  **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, -cion*.
• 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:

Y6 **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

Y6 **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