

Literacy – Oracy across the curriculum Key Stage 2		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting Information and Ideas	Speaking	<ul style="list-style-type: none"> explain information and ideas using relevant vocabulary organise what they say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i> speak clearly, varying expression to help listeners use language appropriate to more formal situations, e.g. <i>during an assembly, talking to a visitor</i> keep in role and support others in role play Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>ar ben</i> 	<ul style="list-style-type: none"> explain information and ideas using supportive resources, e.g. <i>on-screen and web-based materials</i> organise talk so that different audiences can follow what is being said, e.g. <i>giving background information, providing a brief summary of main points</i> adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group explore different situations through role play Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghalon</i> 	<ul style="list-style-type: none"> explain information and ideas, exploring and using ways to be convincing, e.g. <i>use of vocabulary, gesture, visual aids</i> speak clearly, using formal language and projecting voice effectively to a large audience, e.g. <i>event for parents/carers, presentation to visitors</i> explore issues and themes through role play Welsh-medium statement: mutate correctly after most prepositions and pronouns, e.g. <i>am funud, dy fam</i> 	<ul style="list-style-type: none"> express issues and ideas clearly, using specialist vocabulary and examples speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested explore challenging or contentious issues through sustained role play Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. <i>y llinell</i>
	Listening	<ul style="list-style-type: none"> listen carefully and make connections between what they are learning and what they already know check understanding by asking relevant questions or making relevant comments 	<ul style="list-style-type: none"> listen carefully to presentations and show understanding of main points after listening, respond, giving views on what the speaker has said 	<ul style="list-style-type: none"> listen carefully to presentations using techniques to remember the main points, e.g. <i>making notes, summarising</i> listen to others, asking questions and responding to both the content and the speakers' viewpoints 	<ul style="list-style-type: none"> listen carefully to presentations and show understanding of the speakers' conclusions or opinions respond to others with questions and comments which focus on reasons, implications and next steps
	Collaboration and discussion	<ul style="list-style-type: none"> contribute to group discussion, sharing ideas and information use talk purposefully to complete a task in a group. 	<ul style="list-style-type: none"> contribute to group discussion and help everyone take part help a group to reach agreement, e.g. <i>considering reasons or consequences, keeping focus on the topic.</i> 	<ul style="list-style-type: none"> contribute to group discussion, taking some responsibility for completing the task well, e.g. <i>introducing relevant ideas, summing up</i> build on and develop the ideas of others in group discussions, e.g. <i>by asking questions to explore further, offering more ideas.</i> 	<ul style="list-style-type: none"> contribute purposefully to group discussion to achieve agreed outcomes follow up points in group discussions, showing agreement or disagreement giving reasons.

Literacy – Reading across the curriculum Key Stage 2		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context read short information texts independently with concentration read aloud using punctuation to aid expression skim to gain an overview of a text, e.g. <i>topic, purpose</i> look for specific information in texts using contents, indexes, glossaries, dictionaries use visual clues, e.g. <i>illustration, photographs, diagrams and charts</i>, to enhance understanding identify different purposes of texts, e.g. <i>to inform, instruct, explain</i> identify how texts are organised, e.g. <i>lists, numbered points, diagrams with arrows, tables and bullet points</i> locate information on web pages using screen features, e.g. <i>toolbars, side bars, headings, arrows</i> 	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context read texts, including those with few visual clues, independently with concentration use understanding of sentence structure and punctuation to make meaning skim to gain the gist of a text or the main idea in a chapter scan for specific information using a variety of features in texts, e.g. <i>titles, illustrations, key words</i> identify how texts differ in purpose, structure and layout find information and ideas from web pages, using different search methods, considering which are the most efficient methods 	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context read extended texts independently for sustained periods identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences use a range of strategies for skimming, e.g. <i>finding key words, phrases, gist, main ideas, themes</i> scan to find specific details using graphic and textual organisers, e.g. <i>sub-headings, diagrams</i> identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</i> use information from trusted sources, on-screen and on paper, selecting and downloading as necessary 	<ul style="list-style-type: none"> use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context read complex texts independently for sustained periods understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>I had chocolate(,) cake and cheese for tea</i> use a range of strategies for finding information, e.g. <i>skimming for gist, scanning for detail</i> read closely, annotating for specific purposes use internet searches carefully, deciding which sources to read and believe
	Responding to what has been read	Comprehension	<ul style="list-style-type: none"> accurately identify the topic and main ideas of a text, e.g. <i>by highlighting, using key words of the text</i> deduce ideas and information by linking explicit statements, e.g. <i>cause and effect</i> take an interest in information beyond their personal experience 	<ul style="list-style-type: none"> accurately identify the main points and supporting information in texts deduce connections between information, e.g. <i>sequence, importance</i> explore information and ideas beyond their personal experience 	<ul style="list-style-type: none"> show understanding of main ideas and significant details in texts, e.g. <i>mindmapping showing hierarchy of ideas, flowchart identifying a process</i> infer meaning which is not explicitly stated, e.g. <i>what happens next?, why did helge do that?</i> identify and explore ideas and information that interest them
	Response and analysis	<ul style="list-style-type: none"> use information from texts in their discussion or writing make links between what they read and what they already know and believe about the topic. 	<ul style="list-style-type: none"> select and use information and ideas from texts understand how something can be represented in different ways, e.g. <i>moving image, multi-modal and print.</i> 	<ul style="list-style-type: none"> gather and organise information and ideas from different sources identify what the writer thinks about the topic, e.g. <i>admires a historical figure, only interested in facts</i> consider if the content is reliable, e.g. <i>are photographs more reliable than drawings?</i> 	<ul style="list-style-type: none"> collate and make connections, e.g. <i>prioritising, categorising</i>, between information and ideas from different sources distinguish between facts, theories and opinions compare the viewpoint of different writers on the same topic, e.g. <i>rats are fascinating or a menace</i> consider whether a text is effective in conveying information and ideas.

**Literacy – Writing
across the curriculum
Key Stage 2**

		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> write for different purposes and readers choosing words for variety and interest include relevant details, information or observations in their writing note down ideas to use in writing use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning review and improve sections of their work 	<ul style="list-style-type: none"> adapt what they write to the purpose and reader, choosing words appropriately, e.g. descriptive, persuasive language explain main idea(s) with supporting details, including observations and explanations where relevant gather ideas to plan writing explore and use appropriately the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs improve writing, checking for clarity and organisation 	<ul style="list-style-type: none"> write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational devices expand upon main idea(s) with supporting reasons, information and examples use techniques in planning writing, e.g. mindmapping, sequencing, placemat activities explore the layout of web pages to create material using available tools revise and improve writing, explaining why they have made changes 	<ul style="list-style-type: none"> adapt writing style to suit the reader and purpose, e.g. formal style for unknown reader, simple style for younger readers write a comprehensive account of a topic or theme use a range of strategies to plan writing, e.g. notes, diagrams, flowcharts explore different ways to present work and use them appropriately, e.g. moving image, slides, voice over reflect on, edit and redraft to improve their writing
	Structure and organisation	<ul style="list-style-type: none"> use a basic structure for writing write using an introduction to the topic and a conclusion present processes, event or reports in a clear sequence use visual information if relevant, e.g. labelled diagrams 	<ul style="list-style-type: none"> use specific structures in writing, e.g. tables, questionnaires write an introduction, develop a series of ideas and a conclusion organise writing into logical sequences or sections by beginning to use paragraphs use visual information, e.g. illustrations, diagrams and graphs, which are clear and relevant to the written text 	<ul style="list-style-type: none"> use features which show the structure of the writing, e.g. sub-headings, captions write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion use paragraphs, which have a main idea and related details use images, graphs and illustrations which are clear, relevant and appropriate 	<ul style="list-style-type: none"> adapt structures in writing for different contexts, e.g. reporting an event, investigation or experiment write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion use paragraphs making links between them use features and layout which are constructed to present data and ideas clearly
Writing accurately	Language	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use vocabulary related to the topic or subject context 	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use subject-specific vocabulary independently 	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use appropriate vocabulary, including subject-specific words and phrases 	<ul style="list-style-type: none"> use language appropriate to writing, including standard forms of English use varied and appropriate vocabulary, including subject-specific words and phrases
	Grammar Punctuation Spelling Handwriting	<ul style="list-style-type: none"> start sentences in a variety of ways use adjectives and adverbs to expand simple sentences and phrases use connectives for causation and consequence, e.g. because, after use full stops, question marks, exclamation marks and commas for lists spell plural forms, e.g. -s, -es, -ies use past tense of verbs consistently, e.g. consonant doubling before ed use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. most common polysyllabic words spell all high-frequency words correctly produce legible handwriting and present work appropriately joining letters in some words Welsh-medium statement: use the standard form of the verb as relevant to the context Welsh-medium statement: use the most common mutations usually correctly, e.g. ar ben. 	<ul style="list-style-type: none"> vary the order of words, phrases and clauses in sentences use adjectival and adverbial phrases to add interest and precision use connectives to show links within sentences use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. it's (it is) use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. words with more complex patterns produce handwriting which is clear and legible and may be cursive Welsh-medium statement: use the standard form of a variety of verbs, e.g. present, past and negative forms Welsh-medium statement: use the most common mutations correctly, e.g. fy nghalon Welsh-medium statement: spell an increasing number of plural forms correctly in context, e.g. -iau, -u. 	<ul style="list-style-type: none"> use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. before you start ... , if you do this then ... use conditionals to show hypotheses or possibilities, e.g. if, might, could use the full range of punctuation to guide the reader in complex sentences, e.g. commas, bullet points, speech marks and apostrophes for possession use a variety of strategies to spell words with complex regular patterns, e.g. exercise, competition produce legible, cursive handwriting with increasing fluency Welsh-medium statement: use the standard forms of a variety of verbs, e.g. present, past and negative forms Welsh-medium statement: mutate correctly, especially after most prepositions and pronouns, e.g. am funud, dy fam Welsh-medium statement: spell an increasing number of plural forms, e.g. -oedd, -od, -ydd, and words with double consonants, e.g. cynnwys, correctly in context. 	<ul style="list-style-type: none"> use varied sentence structures for emphasis and effect use the full range of punctuation accurately to clarify meaning use strategies to spell correctly polysyllabic, complex and irregular words produce fluent and legible handwriting Welsh-medium statement: use the standard forms of a variety of verbs, e.g. present, past and negative forms Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. y llinell Welsh-medium statement: spell irregular plurals, e.g. car – ceir, plentyn – plant, and words with double consonants, e.g. pennod, correctly in context.