



## Literacy Learning Concepts

*Apply these skills to the knowledge / context you're teaching*

*Learning concepts are fluid between Year 5 and Year 6 where you feel your children may have a particular weakness*

**Take Notice of KS End Goals**

	Year 5	Year 6
<b>Transcription</b>	<ul style="list-style-type: none"> <li>● Spell words containing letter string 'ough'</li> <li>● Endings 'cious' or 'tious' (vicious, precious, cautious, ambitious)</li> <li>● Endings 'tial' and 'cial' (official, essential)</li> <li>● Suffixes beginning with vowel letters to words ending in -fer (referring, reference)</li> <li>● Words spelt ei after c (deceive, receive)</li> <li>● Words with silent letters (doubt, island, knight)</li> </ul>	<ul style="list-style-type: none"> <li>● Spell most words correctly from the years 5 and 6 word list</li> <li>● Use a dictionary to check the spelling of uncommon or ambitious vocabulary.</li> <li>● Some inaccuracies with more ambitious language choices.</li> </ul>
<b>Composition &amp; Organisation</b>	<ul style="list-style-type: none"> <li>● Write a narrative that establishes an atmosphere through the description of setting and character</li> <li>● Write a narrative that integrates dialogue to convey character</li> <li>● Direct and indirect speech applied correctly</li> <li>● Language chosen for effect</li> <li>● A range of ambitious language choices</li> <li>● A developing awareness of purpose and audience.</li> <li>● Links ideas across paragraphs using adverbials of time (later), place (nearby), and number (secondly)</li> </ul>	<ul style="list-style-type: none"> <li>● Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>● In narratives, describe settings and characters and create atmosphere</li> <li>● Establish links across paragraphs using a wider range of adverbials, repetition of a word or phrase and grammatical connections</li> <li>● Use a range of adverbials at the beginning and end of sentences</li> </ul>

	<ul style="list-style-type: none"> <li>● Features of text type clear and appropriate</li> <li>● Some awareness of intended audience</li> </ul>	<ul style="list-style-type: none"> <li>● Use simple, compound and complex sentences of different lengths to create different effects</li> <li>● Use paragraphs of varying lengths to create different effects</li> </ul>
<b>Editing &amp; Evaluating</b>	<ul style="list-style-type: none"> <li>● Assess the effectiveness of their own and others' writing</li> <li>● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>● Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>● Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>● proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>● Assess the effectiveness of their own and others' writing</li> <li>● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>● Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>● Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>● proofread for spelling and punctuation errors</li> </ul>
<b>Vocabulary &amp; Grammar</b>	<ul style="list-style-type: none"> <li>● Use different pronouns to introduce a relative clause (that, which, who, whom, whose)</li> <li>● Use relative clauses to add extra information about a person or thing</li> <li>● (E.g. The book that we bought today is very interesting)</li> <li>● Use embedded clauses to add extra information into the middle of a sentence.</li> <li>● Use a wide range of subordinating clauses</li> <li>● Use causal and logical connectives (however, therefore)</li> </ul>	<ul style="list-style-type: none"> <li>● Integrate dialogue to convey character and advance action</li> <li>● Use passive sentences appropriately</li> <li>● Use modal verbs to suggest degrees of possibility</li> <li>● Use formal vocabulary correctly</li> <li>● Use informal vocabulary correctly</li> <li>● Well-chosen expanded noun phrases</li> <li>● Appropriate prepositional phrases</li> <li>● Use a variety of verb forms (present, future and past continuous AND present, future and past perfect) accurately</li> </ul>

	<ul style="list-style-type: none"> <li>● Use modal verbs to show how likely something is to happen (can, could, will, would, may, might, shall, should, must, ought to)</li> <li>● Use correct subject/ verb agreement</li> <li>● Sentences start in a variety of ways (connectives, adjectives, verbs, similes)</li> </ul>	<ul style="list-style-type: none"> <li>● Use a wide range of subordinating clauses (including conditional and causal) and relative clauses, sometimes varying their positions within sentences</li> <li>● Understand how to manage shifts between formality to reflect characterisation in speech</li> <li>● Develop a character voice (e.g. letter) or narrate a story to convey a point of view</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>● Punctuate dialogue correctly using correct punctuation and inverted commas</li> <li>● Use commas at the beginning and end of an embedded clause (E.g. The monster, who had sharp talons and dripping fangs, loomed in the doorway)</li> <li>● Use colons to introduce a list</li> <li>● Use brackets to add extra information to the end or the middle of a sentence</li> <li>● Use dashes to add extra information in the middle of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>● Shifts between formality using appropriate choices of punctuation (apostrophes for contraction and omission)</li> <li>● Use the full range of punctuation to clarify meaning and create effects</li> <li>● Use hyphens accurately</li> <li>● Punctuate speech and dialogue accurately</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>● Write consistently with neat, fluent, legible and joined handwriting</li> <li>● Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>● Choose the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>● Write consistently with neat, fluent, legible and joined handwriting</li> <li>● Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>● Choose the writing implement that is best suited for a task</li> </ul>

**Agreed End Goals  
(What the children are  
working towards at the end of  
KS2)**

**Working at the expected standard**

The pupil can

:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

**Working at greater depth**

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons,

dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^  
[There are no additional statements for spelling or handwriting]