

LANGUAGE AND LITERACY

KEY STAGE 2

The minimum content for Language and Literacy is set out below.

Teachers should enable pupils to develop knowledge, understanding and skills in:

TALKING AND LISTENING

Pupils should be enabled to:

- listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources;
- tell, re-tell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum;
- participate in group and class discussions for a variety of curricular purposes;
- know, understand and use the conventions of group discussion;
- share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals;
- formulate, give and respond to guidance, directions and instructions;
- participate in a range of drama activities across the curriculum;
- improvise a scene based on experience, imagination, literature, media and/or curricular topics;
- describe and talk about real experiences and imaginary situations and about people, places, events and artefacts;
- prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations;
- identify and ask appropriate questions to seek information, views and feelings;
- talk with people in a variety of formal and informal situations;
- use appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience;
- read aloud, inflecting appropriately, to express thoughts and feelings and emphasise the meaning of what they have read;
- recognise and discuss features of spoken language, including formal and informal language, dialect and colloquial speech.

READING

Pupils should be enabled to:

- participate in modelled, shared, paired and guided reading experiences;
- read, explore, understand and make use of a wide range of traditional and digital texts;
- engage in sustained, independent and silent reading for enjoyment and information;
- extend the range of their reading and develop their own preferences;
- use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task;
- represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital;

- consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention;
- begin to be aware of how different media present information, ideas and events in different ways;
- justify their responses logically, by inference, deduction and/or reference to evidence within the text;
- reconsider their initial response to texts in the light of insight and information which emerge subsequently from their reading;
- read aloud to the class or teacher from prepared texts, including those composed by themselves, using inflection to assist meaning;
- use a range of cross-checking strategies to read unfamiliar words in texts;
- use a variety of reading skills for different reading purposes.

WRITING

Pupils should be enabled to:

- participate in modelled, shared, guided and independent writing, including composing on-screen;
- discuss various features of layout in texts and apply these, as appropriate, within their own writing;
- experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect;
- write for a variety of purposes and audiences, selecting, planning and using appropriate style and form;
- use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally;
- express thoughts, feelings and opinions in imaginative and factual writing;
- use a variety of stylistic features to create mood and effect;
- begin to formulate their own personal style;
- create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics;
- understand the differences between spoken and written language;
- use a variety of skills to spell words correctly;
- develop increasing competence in the use of grammar and punctuation to create clarity of meaning;
- develop a swift and legible style of handwriting.