**Literacy milestones LKS2**

**Communication**

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| **Listen carefully and understand**This concept involves understanding how to engage with what others are saying. | • Sift information and focus on the important points.• Ask for specific additional information to clarify.• Engage in discussions, making relevant points.~~• Understand the meaning of some phrases beyond the literal interpretation.~~ |
| **Develop a wide and interesting vocabulary**This concept involves building a rich, sophisticated vocabulary with which to express oneself. | • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.• Use time, size and other measurements to quantify.~~• Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.~~ |
| **Speak with clarity**This concept involves understanding that an audience needs to understand what is being said. | • Use verbs with irregular endings.• Use a mixture of sentence lengths to add interest to discussions and explanations.~~• Use intonation to emphasise grammar and punctuation when reading aloud.~~ |
| **Tell stories with structure**This concept involves understanding how to keep an audience engaged through structured speech. | • Bring stories to life with expression and intonation. |
| **Hold conversations and debates**This concept involves understanding how to engage with others. | • Make relevant comments or ask questions in a discussion or a debate.~~• Seek clarification by actively seeking to understand others’ points of view.~~~~• Respectfully challenge opinions or points, offering an alternative.~~ |

**Reading**

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| **Read words accurately**This concept involves decoding and fluency. | • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• Read accurately words of two or more syllables that contain the same graphemes as above.• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. |
| **Understand texts**This concept involves understanding both the literal and more subtle nuances of texts. | • Infer what characters are like from actions. • Make inferences on the basis of what is being said and done.• Discuss words and phrases that capture the imagination.• Recall and summarise main ideas.• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).• Recognise some different forms of poetry.• Explain and discuss understanding of reading, maintaining focus on the topic.• Predict what might happen from details stated and implied.• Identify main ideas drawn from more than one paragraph and summarise these.• Ask questions to improve understanding of a text.• Draw inferences from reading.• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.~~• Identify how language, structure and presentation contribute to meaning.~~ |

Writing

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| Composition | **Write with purpose**This concept involves understanding the purpose or purposes of a piece of writing. | • Compose and rehearse sentences orally.• Plan, write, edit and improve. • Use the main features of a type of writing (identified in reading).• Use techniques used by authors to create characters and settings. |
|  | **Use imaginative description**This concept involves developing an appreciation of how best to convey ideas through description. | • Use adverbs for extra detail.• Create characters, settings and plots.• Use similes effectively.• Use alliteration effectively.• Use a range of descriptive phrases  |
|  | **Organise writing appropriately**This concept involves developing an appreciation of how best to convey ideas through description. | • Use the correct tenses.• Organise writing in line with its purpose. • Use organisational devices such as headings and sub headings.~~• Use the perfect form of verbs to mark relationships of time and cause.~~~~• Use connectives that signal time, shift attention, inject suspense and shift the setting.~~ |
|  | **Use paragraphs**This concept involves understanding how to group ideas so as to guide the reader. | • Write about more than one idea.• Organise paragraphs around a theme.• Sequence paragraphs. Using a scaffold. |
|  | **Use sentences appropriately**This concept involves using different types of sentences appropriately for both clarity and for effect. | • Sequence sentences to form clear narratives.• Join sentences with conjunctions• Vary the way sentences begin. * Vary the length of sentences to provide interest to the reader.

• Begin to write sentences that include; conjunctions, adverbs, direct speech, punctuated correctly, clauses, adverbial phrases. |
| Transcription | **Present neatly**This concept involves developing an understanding of handwriting and clear presentation. | • Begin to join some letters. • Write capital letters and digits of consistent size. ~~• Join letters, deciding which letters are best left un-joined~~.• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. |
|  | **Spell correctly**This concept involves understanding the need for accuracy. | • Spell words containing 40+ learned phonemes.• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drink**s**).• Spell contraction words correctly (can’t, don’t).• Use the possessive apostrophe. (singular) (for example, the girl's book)* Add suffixes to spell longer words (ment, ness, full and less) where there is no change to the root word.

• Use the first two or three letters of a word to check its spelling in a dictionary.• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.~~• Use prefixes and suffixes and understand how to add them.~~• Spell some common homophones correctly.~~• Place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals (for example, children’s).~~ |
|  | **Punctuate accurately**This concept involves understanding that punctuation adds clarity to writing. | • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.• Use sentences with different forms: statement, question, exclamation and command.• Use extended noun phrases to describe and specify (e.g. the blue butterfly).• Use subordination (when, if, that or because).• Use coordination (or, and, but).  • Use commas after fronted adverbials.   • Use and punctuating direct speech.• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. ~~• Using the present perfect form of verbs in contrast to the past tense.~~• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ~~• Using conjunctions, adverbs and prepositions to express time and cause.~~• Using fronted adverbials.• Indicating possession by using the possessive apostrophe with plural nouns. |
| Analysis and presentation | **Analyse writing**This concept involves understanding how grammatical choices give effect and meaning to writing. | • Use and understand grammatical terminology in discussing writing:   • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.• Use and understand grammatical terminology when discussing writing and reading:   • word family, conjunction, adverb, preposition~~,~~ direct speech, inverted commas (or ‘speech marks’), prefix, consonant, vowel~~, clause, subordinate clause.~~• Use and understand grammatical terminology when discussing writing and reading:• pronoun, adverbial. |
|  | **Present writing**This concept involves learning to reflect upon writing and reading it aloud to others. | • Read aloud writing with some intonation.• Read aloud writing to a group, using appropriate intonation. |