**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. |