Literacy - English Scope and Sequence: Foundation to Year 6

Focus Statements	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and speaking interactions The purposes and contexts through which students engage in listening and speaking interactions	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
Listening and speaking interactions The skills students use when engaging in listening and speaking interactions	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	Use interaction skills, including active listening behaviours and communication in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume.	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience
Oral presentations The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view	Deliver short oral presentations to peers	Make short presentations using some introduced text structures and language, for example opening statements	Rehearse and deliver short presentations on familiar and new topics	Plan and deliver short presentations, providing some key details in logical sequence	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis
Purpose and audience Recognising and analysing differences between different types of texts	Identify some differences between imaginative and informative texts	Describe some differences between imaginative informative and persuasive texts	Identify the audience of imaginative, informative and persuasive texts	Identify the audience and purpose of imaginative, informative and persuasive texts	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	Analyse how text structures and language features work together to meet the purpose of a text
Reading processes Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning	Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge	Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading	Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting	Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self correcting	Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, cross checking and reviewing	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning	Select, navigate and read texts for a range of purposes applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings
Comprehension Strategies Strategies of constructing meaning from texts, including literal and inferential meaning	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on growing knowledge of context, text structures and language features	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts

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Analysing and evaluating texts Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers						This sequence starts at this year level	Analyse strategies authors use to influence readers
Texts and the contexts in which they are used How texts relate to their contexts and reflect the society and culture in which they were created	Identify some familiar texts and the contexts in which they are used 👄	Respond to texts drawn from a range of cultures and experiences	Discuss different texts on a similar topic, identifying similarities and differences between the texts	Identify the point of view in a text and suggest alternative points of view	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts 👄	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context 👄	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches
Creating texts Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features	Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge	Create short imaginative and information texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience
Editing Editing texts for meaning, structure and grammatical features	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation	Reread and edit text for spelling, sentence-boundary punctuation and text structure	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	Reread and edit student's own and others' work using agreed criteria for text structures and language features	Reread and edit students' own and others' work using agreed criteria and explaining editing choices
Handwriting Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting	Produce some lower case and upper case letters using learned letter formations	Write using unjoined lower case and upper case letters	Write legibly and with growing fluency using unjoined upper case and lower case letters	Write using joined letters that are clearly formed and consistent in size	Write using clearly-formed joined letters, and develop increased fluency and automaticity	Develop a handwriting style that is becoming legible, fluent and automatic	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose
Use of software Using a range of software applications to construct and edit print and multimodal texts	Construct texts using software including word processing programs	Construct texts that incorporate supporting images using software including word processing programs	Construct texts featuring print, visual and audio elements using software, including word processing programs	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Use a range of software, including word processing programs, learning new functions as required to create texts