





# ENGLISH CLASS TEXTS & THEMES

## LONG TERM PLAN

KSI	Overview	
	Cycle One	Cycle Two
Autumn 1	<i>This is Me/Circus</i>	<i>Only One You</i>
Autumn 2	<i>Traditional Tales</i>	<i>Toys</i>
Spring 1	<i>Polar Places</i>	<i>Our Queen</i>
Spring 2	<i>Wild</i>	<i>Food</i>
Summer 1	<i>Letters</i>	<i>Robots</i>
Summer 2	<i>Castles</i>	<i>Adventures at Sea</i>

LKS2	Overview		
	Year 3	Year 3-4 (*Cycle One at present)	Year 4
Autumn 1	<i>Matilda</i>	<i>The Parent Agency</i>	<i>The Accidental Prime Minister</i>
Autumn 2	<i>Stig of the Dump</i>	<i>The Night Gardener</i>	<i>The Firework-Maker's Daughter</i>
Spring 1	<i>The Lion, the Witch &amp; the Wardrobe</i>	<i>James &amp; the Giant Peach</i>	<i>Max and the Millions</i>
Spring 2	<i>British Writers Projects: William Shakespeare (Cycle One) &amp; Charles Dickens (Cycle Two)</i>		
Summer 1	<i>The Nothing to See Here Hotel</i>	<i>Harry Potter &amp; the Philosopher's Stone</i>	<i>Kensuke's Kingdom</i>
Summer 2	<i>Varjak Paw</i>	<i>Gangsta Granny</i>	<i>Son of the Circus</i>

UKS2	Overview	
	Year 5	Year 6
Autumn 1	<i>Charlotte's Web</i>	<i>Journey to Joburg</i>
Autumn 2	<i>Wonder</i>	<i>Shackleton's Journey</i>
Spring 1	<i>Danny the Champion of the World</i>	<i>The Nowhere Emporium</i>
Spring 2	<i>The Boy at the Back of the Class</i>	<i>Cogheart</i>
Summer 1	<i>Butterfly Lion</i>	<i>The Extraordinary Colours of Auden Dare</i>
Summer 2	<i>Lemony Snickett: The Series of Unfortunate Events</i>	<i>War Horse</i>



# ENGLISH: READING

Year	Word Reading
EYFS	<ul style="list-style-type: none"> <li>- Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>- Read some common irregular words.</li> <li>- Read and understand simple sentences.</li> </ul>
KSI	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>- Apply phonic knowledge and skills as the route to decode words.</li> <li>- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>- Read other words of more than one syllable that contains taught GPCs.</li> <li>- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> <li>- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>- Re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>- Read accurately by blending the sound in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>- Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>- Read words containing common suffixes.</li> <li>- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>- Re-read these books to build up their fluency and confidence.</li> </ul>



<b>LKS2</b>	<ul style="list-style-type: none"><li>- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning on new words they meet.</li><li>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul>
<b>UKS2</b>	<ul style="list-style-type: none"><li>- Apply their knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li></ul>



# ENGLISH: READING

Year	Comprehension
EYFS	<ul style="list-style-type: none"> <li>- Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>- Demonstrate understanding when talking with others about what they have read.</li> </ul>
KSI	<p><u>Year 1</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understanding both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>



Year 2

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in the books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done.
- answering and asking questions
- predicting on what might happen on the basis of what has been read so far

Participate in discussion about books, poems, and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves.

KSI



## LKS2

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination

- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

Participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say.



UKS2

Maintain positive attitude to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions
- recommending books that they have to read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of facts and opinions.

Retrieve, record and present information from non-fiction.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.



# ENGLISH: WRITING

Year	Transcription
EYFS	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- Use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>- Write some irregular common words.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>- Show good control and co-ordination in large and small movements.</li> <li>- Move confidently in a range of ways, safely negotiating space.</li> <li>- Handle equipment and tools effectively, including pencils for writing.</li> <li>- Write simple sentences which can be read by themselves and others.</li> </ul>
KSI	<p><b>Year 1</b></p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>- Spell words containing each of the 40+ phonemes already taught</li> <li>- Spell common exception words</li> <li>- Spell the days of the week.</li> </ul> <p><b>Name the letters of the alphabet:</b></p> <ul style="list-style-type: none"> <li>- Name the letters of the alphabet in order</li> <li>- Use letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><b>Add prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <li>- Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- using the prefix un-</li> <li>- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>- Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>- Form capital letters.</li> <li>- Form digits 0-9.</li> <li>- Understand which letters belong to which handwriting 'families' and to practise these.</li> </ul>



Year 2

Spelling:

- Spell using segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Learn to spell common exception words
- Learn to spell more words with contracted forms
- Learn the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones

Add prefixes and suffixes:

- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

KSI



<p>LKS2</p>	<p><b><u>Spelling:</u></b></p> <ul style="list-style-type: none"><li>- Use further prefixes and suffixes and understand how to add them (English Appendix 1).</li><li>- Spell further homophones.</li><li>- Spell words that are often misspelt (English Appendix 1).</li><li>- Use the first two or three letters of a word to check its spelling in a dictionary.</li><li>- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li><li>- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul> <p><b><u>Handwriting:</u></b></p> <ul style="list-style-type: none"><li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li><li>- Increase the legibility, consistency and quality of their handwriting.</li></ul>
<p>UKS2</p>	<p><b><u>Spelling:</u></b></p> <ul style="list-style-type: none"><li>- Use further prefixes and suffixes and understand the guidance for adding them.</li><li>- Spell some words with 'silent' letters.</li><li>- Continue to distinguish between homophones and other words which are often confused.</li><li>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</li><li>- Use dictionaries to check the spelling and meaning of words.</li><li>- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li><li>- Use a thesaurus.</li></ul> <p><b><u>Handwriting:</u></b></p> <ul style="list-style-type: none"><li>- Write legibly, fluently and with increasing speed by:<ol style="list-style-type: none"><li>1. choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>2. choosing the writing implement that is best suited for a task.</li></ol></li></ul>



# ENGLISH: WRITING

Year	Composition
EYFS	<ul style="list-style-type: none"> <li>- Develop their own narratives and explanations by connecting ideas or events.</li> <li>- Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> <li>- Answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>
KSI	<p><u>Year 1</u> Write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> </ul> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><u>Year 2</u> Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>



LKS2

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors.

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



UKS2

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



# ENGLISH

Year	Vocabulary, Grammar & Punctuation
EYFS	<ul style="list-style-type: none"> <li>- Express themselves effectively, showing awareness of listeners' needs</li> <li>- Answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>- Develop their own narratives and explanations by connecting ideas or events.</li> <li>- Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> <li>- Write some irregular common words.</li> </ul>
KSI	<p><u>Year 1</u></p> <p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- leaving spaces between words</li> <li>- joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>- learning the grammar for Year 1 in English Appendix 2</li> </ul> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p><u>Year 2</u></p> <p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify</li> <li>- the present and past tenses correctly and consistently including the progressive form</li> <li>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>- the grammar for Year 2 in English Appendix 2</li> <li>- some features of written Standard English</li> </ul> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>



<p><b>LKS2</b></p>	<p>Develop their understanding of the concepts set out in Appendix 2 by</p> <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- using the present perfect form of verbs in contrast to the past tense</li> <li>- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using fronted adverbials</li> <li>- learning the grammar for year 3 and 4 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>- using commas after fronted adverbials</li> <li>- indicating possession by using the possessive apostrophe with plural nouns</li> <li>- using and punctuating direct speech</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
<p><b>UKS2</b></p>	<p>Develop their understanding of the concepts below by:</p> <ul style="list-style-type: none"> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- using passive verbs to affect the presentation of information in a sentence</li> <li>- using the perfect form of verbs to mark relationships of time and cause</li> <li>- using expanded noun phrases to convey complicated information concisely</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> <li>- punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>



# ENGLISH: SPOKEN LANGUAGE

Year	Listening
EYFS	<ul style="list-style-type: none"><li>- Listen attentively in a range of situations</li><li>- Give their attention to what others say and respond appropriately, while engaged in another activity.</li><li>- Follow instructions involving several ideas or actions.</li></ul>
Year 1	<ul style="list-style-type: none"><li>- Understand instructions with more than one point in many situations.</li></ul>
Year 2	<ul style="list-style-type: none"><li>- Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</li><li>- Attempt to follow instructions before seeking assistance.</li></ul>
Year 3	<ul style="list-style-type: none"><li>- Follow instructions in a range of unfamiliar situations.</li><li>- Recognise when it is needed and ask for specific additional information to clarify instructions.</li><li>- Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li></ul>
Year 4	<ul style="list-style-type: none"><li>- Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li><li>- Follow complex directions/multi-step instructions without the need for repetition.</li></ul>
Year 5	<ul style="list-style-type: none"><li>- Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</li></ul>
Year 6	<ul style="list-style-type: none"><li>- Make improvements based on constructive feedback on their listening skills.</li></ul>



# ENGLISH: SPOKEN LANGUAGE

Year	Discussion
EYFS	<ul style="list-style-type: none"><li>- Answer 'how' and 'why' questions about their experiences and in response to stories or events</li><li>- Listen and respond to ideas expressed by others in conversation or discussion. (Note: this is 40-60m not ELG).</li></ul>
Year 1	<ul style="list-style-type: none"><li>- Begin to ask questions that are linked to the topic being discussed.</li><li>- Answer questions on a wider range of topics (sometimes may only be one-word answers).</li><li>- Recognise when it is their turn to speak in a discussion.</li><li>- Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</li></ul>
Year 2	<ul style="list-style-type: none"><li>- Show that they are following a conversation by asking relevant and timely questions.</li><li>- Answer questions using clear sentences.</li><li>- Begin to give reasoning behind their answers when prompted to do so.</li><li>- Give enough detail to hold the interest of other participant(s) in a discussion.</li><li>- Engage in meaningful discussions that relate to different topic areas.</li><li>- Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</li></ul>
Year 3	<ul style="list-style-type: none"><li>- Ask questions that relate to what has been heard or what was presented to them.</li><li>- Begin to offer support for their answers to questions with justifiable reasoning.</li><li>- Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</li><li>- Take account of the viewpoints of others when participating in discussions.</li></ul>
Year 4	<ul style="list-style-type: none"><li>- Generate relevant questions to ask a specific speaker/audience in response to what has been said.</li><li>- Regularly offer answers that are supported with justifiable reasoning.</li><li>- Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</li><li>- Begin to challenge opinions with respect.</li><li>- Engage in meaningful discussions in all areas of the curriculum.</li></ul>



<p>Year 5</p>	<ul style="list-style-type: none"><li>- Ask questions which deepen conversations and/or further their knowledge.</li><li>- Understand how to answer questions that require more detailed answers and justification.</li><li>- Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</li><li>- Engage in longer and sustained discussions about a range of topics.</li><li>- Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li></ul>
<p>Year 6</p>	<ul style="list-style-type: none"><li>- Regularly ask relevant questions to extend their understanding and knowledge.</li><li>- Articulate and justify answers with confidence in a range of situations.</li><li>- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</li><li>- Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</li><li>- Offer an alternative explanation when other participant(s) do not understand.</li></ul>



# ENGLISH: SPOKEN LANGUAGE

Year	Purpose & Audience
EYFS	<ul style="list-style-type: none"><li>- To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li><li>- To develop their own narratives and explanations by connecting ideas or events.</li></ul>
Year 1	<ul style="list-style-type: none"><li>- Use appropriate vocabulary to describe their immediate world and feelings.</li><li>- Think of alternatives for simple vocabulary choices.</li><li>- Organise their thoughts into sentences before expressing them.</li><li>- Be able to describe their immediate world and environment.</li><li>- Retell simple stories and recounts aloud.</li></ul>
Year 2	<ul style="list-style-type: none"><li>- Start to use subject-specific vocabulary to explain, describe and add detail.</li><li>- Suggest words or phrases appropriate to the topic being discussed.</li><li>- Start to vary language according to the situation between formal and informal.</li><li>- Usually speak in grammatically correct sentences.</li><li>- Talk about themselves clearly and confidently.</li><li>- Verbally recount experiences with some added interesting details.</li><li>- Offer ideas based on what has been heard.</li></ul>
Year 3	<ul style="list-style-type: none"><li>- Use vocabulary that is appropriate to the topic and/or the audience.</li><li>- Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</li><li>- Discuss topics that are unfamiliar to their own direct experience.</li><li>- Ask organise what they want to say so that it has a clear purpose.</li><li>- Begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</li></ul>
Year 4	<ul style="list-style-type: none"><li>- Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li><li>- Know and use language that is acceptable in formal and informal situations with increasing confidence.</li><li>- Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li><li>- Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li><li>- Debate issues and make their opinions on topics clear.</li><li>- Adapt their ideas in response to new information.</li></ul>



<p>Year 5</p>	<ul style="list-style-type: none"><li>- Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li><li>- Know and use language that is acceptable in formal and informal situations with increasing confidence.</li><li>- Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way</li><li>- Plan and present information clearly with ambitious added detail and description for the listener.</li><li>- Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</li></ul>
<p>Year 6</p>	<ul style="list-style-type: none"><li>- Use relevant strategies to build their vocabulary.</li><li>- Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</li><li>- Speak audibly, fluently and with a full command of Standard English in all situations.</li><li>- Use a broad, deep and rich vocabulary to discuss abstract concepts and a widerange of topics.</li><li>- Confidently explain the meaning of words and offer alternative synonyms.</li><li>- Communicate confidently across a range of contexts and to a range of audiences.</li><li>- Articulate and justify arguments and opinions with confidence.</li><li>- Give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</li><li>- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li><li>- Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</li></ul>



# ENGLISH: SPOKEN LANGUAGE

Year	Present & Perform
EYFS	<ul style="list-style-type: none"> <li>- Express themselves effectively, showing awareness of listeners' needs.</li> <li>- Speak confidently in a familiar group, will talk about their ideas.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>- Speak clearly in a way that is easy to understand.</li> <li>- Speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</li> <li>- Know when it is their turn to speak in a small group presentation or play performance.</li> <li>- Take part in a simple role play of a known story.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>- Speak confidently within a group of peers so that their message is clear.</li> <li>- Practise and rehearse reading sentences and stories aloud.</li> <li>- Take on a different role in a drama or role play and discuss the character's feelings.</li> <li>- Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>- Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</li> <li>- Speak regularly in front of large and small audiences.</li> <li>- Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>- Use intonation when reading aloud to emphasise punctuation.</li> <li>- Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</li> <li>- Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</li> <li>- Discuss the language choices of other speakers and how this may vary in different situations.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>- Narrate stories with intonation and expression to add detail and excitement for the listener.</li> <li>- Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</li> <li>- Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>- Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</li> <li>- Gain, maintain and monitor the interest of the listener(s).</li> <li>- Select and use appropriate registers for effective communication.</li> </ul>