



Early Years and Key Stage 1 Reading progression



Word reading	<u>EYFS</u> <u>Three and Four-Year Olds</u> <u>Reception</u> <u>Early Learning Goals</u>	<u>Year 1</u> <u>Provision and Expectations</u>	<u>Year 2</u> <u>Provision and Expectations</u>
<u>RWI</u> <u>Phonics and Decoding skills</u>	<p>Develop my phonological awareness, so that I can:</p> <p>Spot and suggest rhymes, count or clap syllables in words and recognise words with the same initial sound.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that I can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistently using my phonics knowledge to sound blending accurately.</p> <p>Read aloud simple sentences and books that are consistent with my phonics knowledge, including some common exception words.</p>	<p>Develop my phonological awareness, so that I can:</p> <p>Apply my phonics knowledge and skills to help me to accurately decode words.</p> <p>Blend sounds in unfamiliar words using the GPCs that I have been taught.</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing taught GPCs (grapheme phoneme correspondence.)</p> <p>Read words containing -s, -es, -ing, -ed and -est endings.</p> <p>Read contractions accurately, e.g. I'm, I'll and we'll.</p>	<p>Develop my phonological awareness, so that I can:</p> <p>Continue to apply my phonics knowledge and skills using it as the route to decode words until automatic decoding has become embedded and my reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes, e.g. add -ed, -er and -est to root words ending in -y, changing the 'y' to an 'i' for example: copy/copied or cry/cried.</p>

<u>Common Exception Words</u>	<p>Read a few common exception words matched to The Read, Write Inc Programme.</p> <p>To read some common irregular words.</p>	Read the Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	Read most of the Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
	<p><u>EYFS (Early learning goals)</u></p> <p><u>Three and Four-Year Olds</u></p> <p><u>Reception</u></p> <p><u>Early Learning Goals</u></p>	<p><u>Year 1</u></p> <p><u>Provision and Expectations</u></p>	<p><u>Year 2</u></p> <p><u>Provision and Expectations</u></p>
<u>Reading Fluency</u>	<p>Understand the five key concepts about print:</p> <ol style="list-style-type: none"> 1. Print has meaning 2. The names of different parts of a book 3. Print can have different purposes 4. Page sequencing 5. We read English text from left to right and from top to bottom <p>Blend sounds into words, so that I can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Accurately read texts that are consistent with my developing phonic knowledge, and do not require me to use other strategies to work out words.</p> <p>To re-read texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to my improving phonics knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading including using expression.</p> <p>Read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute, in age-appropriate texts.</p>
<u>Age appropriate</u>	RWI red words, Sound blending books	Oxford Owl book bands- Light blue, Green, Orange	Oxford Owl book bands- Turquoise, Purple, Gold, White, Lime (Expected by end of KS1)



<u>book band resources</u>	Red ditty and green books.	RWI Colours- Purple, Pink, Orange	RWI Colours- Yellow, Blue, Grey. Children come off RWI programme after Grey RWI books.
<u>Reading Comprehension</u>	EYFS (Early learning goals) Three and Four-Year Olds Reception Early Learning Goals	Year 1 Provision and Expectations	Year 2 Provision and Expectations
<u>VIPERS</u>		VIPERS KS1 Vocabulary, Infer, Predict, Explain, Retrieve, Sequence	
<u>Class Texts</u>	Traditional tales, nursery rhymes, picture books, author study and RWI books (see EYFS curriculum map.)	Traditional tales, nursery rhymes, picture books, author study and RWI books.	Traditional tales and classic stories The adventures of Sinbad the sailor Pirate school: Just a bit of wind The Night Pirates Vlad and the Great Fire of London Toby and The Great Fire Of London The Baker's Boy and the Great Fire of London The nutcracker The tunnel Fantastic Mr Fox George's marvellous medicine
<u>Understanding and Correcting Inaccuracies</u>	Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions. Be able to express a point of view and debate when I disagree with an adult or a friend, using words as well as actions. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.	Check that a text makes sense to me as I read and to be able to self-correct.	Show understanding by drawing on what I already know or on background information and vocabulary provided by my teacher. Check that the text makes sense to me as I read and to correct inaccurate reading.

<p><u>Love of Reading</u></p> <p><u>Comparing</u> <u>Contrasting</u> <u>Commenting</u></p>	<p>Be able to express a point of view and debate when I disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words.</p> <p>Listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p>	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently.</p> <p>Link what I have read or have had read to me to my own experiences.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p>	<p>Participate in discussion about books, poems and other works that are read to me (at a level beyond I can read independently) and those that I can read for myself, explaining my understanding and expressing my views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Ask and answer questions about a text.</p> <p>Make links between the text I am reading and other texts I have read (in texts I can read independently).</p>
<p><u>Vocabulary</u></p>	<p>Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary. Use new vocabulary throughout the day.</p> <p>Retell the story, once I have developed a deep familiarity the text; some as exact repetition and some in their own words.</p>	<p>Discuss word meaning and link new meanings to those already known.</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss my favourite words and phrases based on texts read.</p>

	<p>Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		
<u>Inference and Prediction</u>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	Begin to make simple inferences. Predict what might happen on the basis of what has been read so far.	<p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far in a text.</p>
<u>Poetry and performance</u>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	Recite simple poems by heart.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs</p> <p>Create my own songs or improvise a song around one I know.</p> <p>Engage in story times. Retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs. Sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play. Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with my peers and teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>		
<u>Non-fiction</u>	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	Read and develop new vocabulary from non-fiction books.	<p>Continue to develop new vocabulary from non-fiction books.</p> <p>Recognise that non-fiction books are often structured in different ways.</p>

	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play		
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<div>  <h2>Early Years and Key Stage 1 Speaking and listening progression</h2>  </div>			
<p>Pupils should:</p> <ul style="list-style-type: none"> • Develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. • Understand how to take turns and when and how to participate constructively in conversations and debates. • Increase their vocabulary understanding and use, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhance their knowledge about language as a whole. • Receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond. 			
<u>Speaking and listening</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
	<p>Listen attentively and respond to what they hear during whole class discussions and small group interactions.</p> <p>Ask relevant questions, make comments and provide actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Show curiosity in learning and using new words drawn from speech and stories they have heard.</p> <p>Express their ideas clearly using relevant language</p>	<p>Know how to listen carefully to what others say in pairs, small groups and in whole class sessions. Join in with conversations in a group in lessons and within play.</p> <p>Know how to start conversations with others. Ask questions to find out more information.</p> <p>Retell a story that they know well, remembering each of the characters and the events.</p> <p>Use these as a basis to make up their own stories using patterns of language from what they have heard.</p>	<p>Talk in complete sentences and decide when to include relevant vocabulary.</p> <p>Take turns to talk in conversations with adults, in pairs, and in groups.</p> <p>Perform a simple poem from memory using a clear, audible voice.</p> <p>Use techniques to sustain the listeners' interest. Confidently take part in dramatisations and understand how to speak for different purposes and to different audiences.</p>

	<p>Recite several rhymes and poems and express a preference.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Speak clearly and confidently in front of the class saying what they have seen or done and begin to share their ideas clearly.</p> <p>Tell others how they are feeling using suitable vocabulary.</p> <p>Include vocabulary they have heard that is relevant to the context when speaking.</p> <p>Join in with role-play and begin to adopt and maintain a character role.</p>	<p>Retell stories using narrative language and adapting the way they talk and the vocabulary that they use to engage the listener.</p> <p>Take turns during discussions with pairs or in groups, asking relevant questions to clarify what has been said and develop their understanding.</p>
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National Curriculum Statutory Requirements (All years)

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.



Key Stage 2 Reading progression



Word reading	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding skills	<p>Data from phonics screening check/RWI assessment used to assess who needs additional phonics intervention. RWI, RWI Spelling programme/Literacy shed utilised to support curriculum planning and intervention.</p> <p>To use my phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply my growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply my growing knowledge of root words and suffixes/word endings, including -ation-, -ly, -ous, -ture, -sure, -sion-, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply my growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Reading Fluency including Common Exception Words	<p>To read and re-read aloud books (closely matched to their improved phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute, in age-appropriate texts.</p> <p>To begin to read Y3/Y4 exception words.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Any focus on word reading should support the development of vocabulary through 2x weekly reading lessons and Literacy Shed scheme (VIPERS).</p> <p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>

<u>Age-appropriate book band resources</u>	Book Box Colour (National curriculum)- Brown	Book Box Colour (National curriculum)- Grey	Book Box Colour (National curriculum)- Dark Blue	Book Box Colour (National curriculum)- Dark Red (Burgundy)
<p><u>Reading Comprehension</u> (Comparing, Contrasting and Commenting)</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good versus evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> <p>To discuss vocabulary used to capture readers' interest and imagination.</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including traditional stories, modern fiction, and books from other cultures and traditions.</p> <p>To recognise more complex themes in what I have read (such as loss, injustice or heroism).</p> <p>To explain and discuss my understanding of what I have read, including presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for my views. To compare characters, settings and themes across more than one text.</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>

VIPERS	VIPERS KS2 Vocabulary, Infer, Predict, Explain, Retrieve, Summarise			
<u>Inference and prediction</u>	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify my predictions using evidence from the text to support my answers.	To draw inferences from characters' feelings, thoughts and motives that justifies my actions, supporting my views with evidence from the text. To justify my predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues by 'reading between the lines'.
<u>Poetry and performance</u>	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continue to recognise and discuss some different forms of poetry. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
<u>Non-fiction</u>	To retrieve and record information from non-fiction texts. To use dictionaries to check the meaning of words that I have read.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries independently with increased confidence, to check the meaning of words that I have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g., in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g., reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

<u>Love of Reading</u> <u>Class Texts</u>	<u>Yr 3</u> Firework Makers Daughter Stig of the Dump Roman Rescuers	<u>Yr 3/4</u> Beowulf Greek Myths for Young Children The Time-Travelling Cat and the Egyptian Goddess	<u>Yr 4/5</u> The Indian in the cupboard The Saga of Eric the Viking Anglo-Saxon boy	<u>Yr 5/6</u> The secret garden War of the Worlds Goodnight Mr Tom Treason <u>Yr 6</u> Call of the Wild Hitler stole my pink rabbit Holes The Explorer
Supplemented with poetry/non-fiction texts linked to topics studied.				
<ul style="list-style-type: none"> • A love of reading modelled by all staff. • Reading ambassadors. • Reading assemblies once weekly- promotion of reading journals. • Opportunities to read and talk about their class text daily (class read daily 12:30pm-12:50pm/2:50pm-3:10pm). • Oxford Owl/Purple Mash/Literacy Shed. • 'Book talk' lesson for KS2 once fortnightly. • Weekly visit to school library. • Cross-curricular reading opportunities in Special Studies topics. • World Book Day/ Pyjamarama/Book Bus/Author Visits. 				



Key Stage 2 Speaking and listening progression



Pupils should:

- Develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.
- Understand how to take turns and when and how to participate constructively in conversations and debates.
- Increase their vocabulary understanding and use, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhance their knowledge about language as a whole.
- Receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

<u>Speaking and listening</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>Make relevant comments during discussions and debates that show they have listened carefully.</p> <p>Communicate ideas in a logical, sequenced way using complete sentences and varying the amount of detail.</p> <p>Clearly present their ideas and thoughts to an audience using Standard English, when required, for example, speaking in a more formal way.</p> <p>Recognise that meaning can be expressed in different ways to explain their thoughts and ideas.</p> <p>Recite and perform poems from memory, adapting their intonation and expression, to enliven the presentation.</p> <p>Retell a story using appropriate narrative language to add detail.</p> <p>Use relevant vocabulary, drawn from what they have read or heard, to enliven the</p> <p><small>retelling.</small></p>	<p>Adapt what is being said to meet the needs of the purpose or audience, using Standard English, when required.</p> <p>Use questions and verbalisations of thoughts to sustain a conversation or discussion.</p> <p>Understand how talk is structured in different ways in different contexts through grammatical structures and vocabulary choices.</p> <p>Use appropriate language choices to debate a relevant issue.</p> <p>Ask questions that provide additional information to build empathy and understanding of others' opinions.</p> <p>Vary language choices in different situations.</p> <p>Justify answers or opinions using evidence to support them.</p>	<p>Listen carefully in discussions and in other contexts, showing that they understand the main points.</p> <p>Make contributions and ask questions in response to other's views of opinions to understand the main points.</p> <p>Begin to use hypothetical language in English and other subjects as part of paired, group or whole class discussions.</p> <p>Speak confidently in public using a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics.</p> <p>Use Standard English in formal situations and vary the formality in less formal contexts.</p> <p>Adapt spoken language in less formal situations.</p>	<p>Talk confidently and fluently in a range of situations using Standard English and a level of formality that is appropriate.</p> <p>Read their own writing confidently with expression, intonation and volume showing awareness of the listener and their needs.</p> <p>Listen to and consider the opinions and views of others, responding appropriately.</p> <p>Express their own ideas and opinions, supporting these with reasons and evidence to add weight to their argument or point of view.</p> <p>Demonstrate their own active listening as part of discussion, debates and when evaluating others' ideas.</p>

		<p>Perform poems from memory and use intonations, and expression to show ideas about the characters or situations within the poem.</p>	<p>Draw on knowledge of various drama techniques to explore scenarios and portray characters in different situations.</p> <p>Confidently perform poems from memory, entertaining and engaging an audience.</p> <p>Present their own ideas and compositions with clarity, appropriate intonation and expression so that the meaning is communicated clearly to those listening.</p> <p>Begin to select the appropriate register for different spoken language situations.</p>	<p>Express possibilities using hypothetical and speculative language.</p> <p>Perform and reflect on their own and others' drama work, providing constructive criticism (positive and negative), supported by clear evidence and using precise vocabulary choices.</p>
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National Curriculum Statutory Requirements (All years)

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.