

	rirs Laura Foole			September 2022 - 2025				
		Purpose / Genres to be taught						
Reception	F.1 Fiction	F.2 Non Fiction						
	Story sentences	Lists						
	Short Narrative	Captions						
	Character description sentences	Instructions						
	Poetry — rhyme and repetitive language F.3	Labels						
Year I	I.I writing to entertain	1.2 writing to inform						
	Character/selting Description — sentences	Instructional writing						
	Narrative re-tell	Statement sentences						
	Poetry — repetitive language 1.4	qe I.4 Recount						
Year 2 2.1 writing to entertain 2.2 writing to inform								
	Character/Setting Description	Recount 3 rd person						
	Short stories	Information report inc. questions and statements						
	Poetry — form, shape and structure 2.4	Letter writing						
Year 3	3.1 writing to entertain	3.2 writing to inform	3.3 writing to persuade					
	Selting / Character Description	Non-Chronological report	Persuasive letter					
	Extended stories (fantasy)	Procedural report						
	Poetry — narrative poetry 3.4	Explanation text						
Year 4	4.1 writing to entertain	4.2 writing to inform	4.3 writing to persuade					
	Selting / Character Description	Explanation text	Persuasive advert (specific					
	Extended stories (action and adventure)	Persuasion text	audience and purpose)					
	Poetry — performance poetry 4.4	Autobiography						
Year 5	5.1 writing to entertain	5.2 writing to inform	5.3 writing to persuade	5.4 writing to discuss				
	Selting / Character Description	Informal to formal letter writing	Speech writing	Review (book review)				
	Extended stories (alternate endings / plots)	Instructional writing		Article (specific audience and purpose)				
	Playwriting	Discussion report						
	Poetry — narrative poetry 5.4	Personal recount of a significant event						
Year 6	6.1 writing to entertain	5.2 / 6.2 writing to inform	5.3 / 6.3 writing to	6.4 writing to discuss				
	Selling / Character Description	Non-chronological report (appropriate to audience/purpose)	persuade	Review (book review)				
	Extended stories (alternate perspective)	Persuasion: speech writing	Campaign writing	Balanced argument				



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	Extended stories (flashback)	Formal letter	Speech writing		
	Poetry — free verse 6.4	biography			
		Writing Composition: NB. Wh	ere specific objectives link to genres, see noting		
	Review / Retrieval	<u>Disciplinary Knowledge</u>	<u>Substantive Knowledge</u>	<u>Vocabulary</u>	
	<u>Practice</u>	organisation of writing, sentence structures, editing	grammatical features including tense, word classes and		
		and improving	functions, punctuation	The new vocabulary children need to be taught in order to access and understand the curriculum. (tier 2 and tier 3)	
		The tools/methods that we use in order to study the subject and gain the necessary knowledge.	The knowledge children need to be able to know as part of the programme of study in the subject.		
EYFS	Capital letters	I am learning to use phonic knowledge to write words	${ m I}$ am learning to write simple sentences which can be read myself	Letter	
	'	which match spoken sounds.			
	Finger spaces	'			
		I am learning to write irregular common words.	${ m I}$ am learning to use some determiners.	Capital letter	
	Letter formation		(through speech)	an upper case letter which starts a sentence and names.	
	,	I am learning to use finger spaces between words.	I am learning to use conjunctions such as 'and' and 'but' to join ideas through speech	Word a group of letters	
			Punctuation to be taught: Capital letters Full stops		
			Some children may begin to use!		
Year I	Capital letters	I am learning to use appropriate sized finger spaces	I am learning to sequence sentences to form short narratives. (I.I,	Singular	
	Double letter spaces Full stops	between words.	l.3)	a single word or form.	
	Letter formation	I am learning to begin to form lower case letters in the	I am learning to write simple sentences in the past tense.	Plural	
	Question marks	correct direction.	J	more than one.	



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		(starting and finishing in the correct place.)	I am learning to write simple sentences in the present tense.	Exclamation sentence that expresses strong emotion.
		I am learning to form digits 0-9. I am learning to use capital letters for names of people,	I am learning to join clauses using the conjunction 'and' correctly.	Sentence a set of words that make sense together.
		places, days of the week and pronoun I.	I am learning to use capital letters and full stops.	
		I am learning to demarcate my sentences with capital letters.	I am learning to use question marks.	
		I am learning to demarcate my sentences with full stops.	I am learning to use exclamation marks.	
		I am learning to rehearse my spellings out loud to practice	Punctuation to be taught: Capital Letters	
		what I am going to write.	Full Stops !	
		I am learning to re-read what has been written to check it makes sense.	Begin to use ?	
Year 2	Capital letters Double letter spacing	I am learning to use spacing between words that reflects the letter sizes.	I am learning to use statements in my writing. 2.1, 2.2)	Noun an object, person, place or thing
	Letter formation Question marks	I am learning to demarcate sentences using capital letters	I am learning to use questions in my writing. (2.1, 2.2)	Noun phrase
	Exclamation marks Simple present to past	and full stops.	I am learning to write exclamation sentences. (2.1	a group of words about a noun
	tense	I am learning to write letters the correct size, orientation and size.	I am learning to write commands. (2.1)	Expanded noun phrase a group of words including a determiner, adjectives and noun
		I am learning to plan my writing, saying out loud what will be written.	I am learning to use the past and present tense mostly correctly and consistently	Adjective describes a noun



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			I am learning to use coordination	Adverb
			(and / or / but)	describes a verb / action
		${ m I}$ am learning to make simple additions, revisions and		
		corrections to my writing	${ m I}$ am learning to use subordination (when ${ m /if}$ ${ m /that}$ ${ m /because})$	Verb
				an action word
			I am learning to use expanded noun phrases for description and	Statement
			specification. (2.1)	a basic ract or opinion
				a basic fact of opinion
			Punctuation to be taught / reinforced:	Command
			Capital letters	a sentence which tells someone to do something
			Full Stops	, and the second
			? accurately	Suffix
			!	a group of letters at the end of a word.
			, for lists	
			Apostrophe for contraction and singular possession.	Preçix
				a group of letters at the start of a word.
				Homophone
V 2	Statement sentences		T . (2 22 22)	two different words, sound the same.
Year 3		I am learning to begin to use paragraphs to organise and	I am learning to vary my sentence structures. (3.1, 3.2, 3.3)	Preposition the position of something in relation to something else
	Command sentences	group ideas.		the position of something in relation to something else
	Questions (inc all	T	I am learning to use the present perfect form of verbs in replace	Conjunction
	appropriate punctuation	I am learning to use headings and subheadings to	of simple past.	a joining word; links two clauses together
	CL, FS, ?)	organise texts. (3.2)		
			I am learning to use inverted commas to punctuate direct speech.	Word family
	Coordination and	I am learning to assess the effectiveness of writing and	(3.1)	words linked by origin, grammar and meaning
	subordination	suggest improvements.	T	
			I am learning to express time, place and cause: (3.1, 3.2, 3.3)	Word class
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	Noun phrases	I am learning to proofread for spelling and punctuation	(conjunctions- when, so, because, before, after; adverbs — then, soon, next; and	categories all words _f it into.	
	(determiner, adjectives	errors.	prepositions — beçore, beneath, after, during.)		
	and nouns)		T	Clause	
			I am learning to use accurate a / an determiners.	a group of words with a verb.	
	Word classes as above				
			I am learning to use appropriate choice of pronouns and nouns	Phrase	
	Apostrophes for		within and across sentences.	a group of word without a verb.	
	possession and				
	contraction		Punctuation to be taught / reinforced:	Direct speech	
			Capital letters	actual words spoken	
	Inverted commas		Full Stops		
	TIVOLVOS COMMISSO		? accurately		
			!		
			, for lists		
			Apostrophe for contraction and singular possession		
			Inverted commas		
Year 4	Sentence punctuation	I am learning to use paragraphs to organise ideas around	I am learning to use fronted adverbials. (4.1, 4.3, 4.4)	Deferminer	
	·	a theme.	,	relates to how many or which one	
	Word classes including		I am learning to use subordinate clauses at the beginning of		
	noun, adjective,	I am learning to use adverbials to add cohesion to my	sentences.	Pronoun	
	determiner, adverbials,	writing. (4.1, 4.3, 4.4)		nouns used in place of proper nouns	
	conjunctions,	J	I am learning to expand noun phrases. (4.1, 4.3)		
	prepositions)	I am learning to proposing changes to grammar and	(modifying adjectives, nouns and prepositional phrases)	Possessive pronoun	
	r - r	vocabulary to improve consistency, including the accurate		pronouns indicaling possession	
	Subordination and	use of pronouns in sentences;	I am learning to use the correct tense and person.		
	coordination	and of protesting the deliberations,	J	Adverbial	
	Cool dillulion	I am learning to read my own writing aloud, using clear	I am learning to use inverted commas and other punctuation to	Words or phrases to show time, place or manner.	
		intonation and volume	punctuate direct speech accurately. (4.1)	Main clause	
		infondition and volume	partorages arriver operative decide aroug. (1.17	Hain clause	



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	Apostrophes for		(including commas in reporting clauses)	A simple sentence, makes sense alone.
	contraction and possession		${ m I}$ am learning to use a variety of fronted adverbials with commas.	Reporting clause reports what someone has said or thought.
	Adverbials (line, place or manner)		I am learning to use conjunctions, adverbs and prepositions.	Subordinate clause A clause which relies on a main clause to make sense, begins with a
	Tenses		I am learning to use commas after subordinate clauses.	subordinating conjunction.
	Punctuating speech (dictated and recorded)		I am learning to use a variety of pronouns to avoid repetition.	
	Prefixes and suffixes		Punctuation to be taught / reinforced: Capital letters Full Stops	
			? accurately !	
			, for lists Apostrophe for contraction and singular possession	
			Inverted commas Apostrophe to mark plural possession.	
			Use commas after fronted adverbials. Use commas following a reporting clause.	
Year 5	Verb forms — present and progressive, simple	I am learning to use paragraphs to organise ideas.	I am learning to use relative clauses.	Modal verb indicates degrees of possibility and certainty
	past/present/future	I am learning to use a range of cohesive devices: (5.1, 5.3, 5.4)	I am learning to use subordinate clauses.	Relative pronoun
	Punctuation check inc parenthesis	(Conjunctions Adverbials	I am learning to vary my sentence structure. (short sentences, varied openers, change of clause position)	begins a relative clause (who, which, where, that etc.)



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		Linking ideas across paragraphs)		Relative clause
	Apostrophes —		${ m I}$ am learning to ensure tenses and correct and consistent.	Altached to the middle or end of a clause, adds extra detail to the
	contraction and	I am learning to demonstrate a confident and established		noun
	possession	voice.	I am learning to punctuate direct and indirect speech accurately.	
			(5.1, 5.3)	Parenthesis
	Word classes	I am learning to use vocabulary to create atmosphere and		words or phrases marked by brackets, dashes or commas.
		reflect appropriate formality. (5.1, 5.3, 5.4)	I am learning to indicate degree of possibility through modal	Cohesive devices
	Relative clauses		verbs and adverbs.	words or phrases that link paragraphs or sections of a text.
		I am learning to add detail, qualification and precision to		words or phrases that this paragraphs or sections of a text.
	Subordinate clauses	my writing. (5.1, 5.4)	Punctuation to be taught / reinforced:	Progressive tense
		(modify adjectives	Capital letters	was/were / is / am auxiliary verb and -ing suffix
	Pronouns	riguralive language)	Full Stops	(was/were -ing)
		T	? accurately	
	Prefixes and suffixes	I am learning to propose changes to vocabulary, grammar	ļ!	Percect tense
		and punctuation to enhance effects and clarify meaning.	, for lists	Has / had auxiliary verb and -ed suffix
		T :	Apostrophe for contraction and singular possession	(has/had -ed suffix)
		I am learning to proofread independently to check spelling and punctuation errors.	Inverted commas	
		and punctuation errors.	Apostrophe to mark plural possession.	
			Use commas after fronted adverbials.	
			Use commas following a reporting clause.	
			Brackets, dashes and commas to indicate parenthesis.	
Year 6	Active passive	${ m I}$ am learning to use simple devices for structuring my	${ m I}$ am learning to establish authorial voice through a range of	Active
		writing. (6.2)	sentence structures.	subject, verb, object
	Subject verb agreement	(headings, subheadings, bullet points)		
			${ m I}$ am learning to use verb tenses consistently and correctly	Passive
	Apostrophes inc plurals	I am learning to use a range of devices to build cohesion	throughout my writing.	object, verb, subject
		with and across paragraphs. (6.1, 6.3, 6.4)		C
	Word classes	(conjunctions, adverbials, pronouns)	I am learning to use contracted forms in dialogue. (6.1, 6.3)	Synonym



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Tenses Prefixes and suffixes	I am learning to select language that shows good awareness of the reader.	I am learning to integrate dialogue to convey character and advance the action. (6.1)	different word, same meaning Antonym word with the opposing meaning		
All punctuation	I am learning to describe seltings, atmosphere and characters within a narrative. (6.1, 6.3, 6.4)	I am learning to use passive verbs to affect how information is presented. (6.1, 6.2, 6.3)	Subjunctive Formal and suggestive forms of the verb		
Revision as required	I am learning to ensure accurate subject verb agreement, choosing the appropriate register.	I am learning to use modal verbs to suggest degrees of possibility.			
	I am learning to perform my own compositions, using appropriate intonation, volume and movement.	${\rm I}$ am learning to use both formal and informal structures in my writing.			
		I am learning to use the subjunctive form. (6.3)			
		Punctuation to be taught / reinforced: Capital letters Full Stops			
		? accurately ! , for lists			
		Apostrophe for contraction and singular possession Inverted commas			
		Apostrophe to mark plural possession. Use commas after fronted adverbials. Use commas following a reporting clause.			
		Brackets, dashes and commas to indicate parenthesis. Commas for subordinate clauses			



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Commas for clarity
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			Commas for clarity	
			Semi colons	
			Colons	
			Dashes	
			Hyphens	
		Writing Transcription: S	Spellings and handwriting (Kinetic Letters)	
	Review / Retrieval	Disciplinary Knowledge	Substantive Knowledge	<u>Vocabulary</u>
	Practice	i c c	C C C C C C C C C C C C C C C C C C C	ŭ
		The tools/methods that we use in order to study	The knowledge children need to be able to know as part	The new vocabulary children need to be taught in order to access and understand the curriculum. (tier 2 and tier 3)
		the subject and gain the necessary knowledge.	of the programme of study in the subject.	and understand the curriculant. (Her 2 and ther 3)
		January and Januar		
EYFS		Printed letter formation	Some words are spell correctly and others are phonetically	Follow Read Write Inc.
		·	plausible.	
Year I	Red words	Printed letter formation	Use some regular plural noun suffixes —s or —es correctly	The boundary between revision of work covered in
			lfor example, dog, dogs; wish, wishes].	Reception and the introduction of new work should follow
	Days of the week			Read, Write Inc. approaches. Revision should include:
			Use some suffixes that can be added to verbs where no change	♣ all letters of the alphabet and the sounds which they
	Know the alphabet		is needed in the spelling of root words correctly.	most commonly represent
				A consonant digraphs which have been taught and the
			Can use the 40+ taught phonemes to spell some words correctly.	sounds which they represent
				source vowel digraphs which have been taught and the
			Can spell some common exception words.	sounds which they represent
				the process of segmenting spoken words into sounds
			Makes phonetically plausible attempts to spell some unknown	before choosing graphemes to represent the sounds
			words.	♣ words with adjacent consonants
				auidance and rules which have been taught
			Spell the days of the week.	J. J.



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			Name the letters of the alphabet in order.	
			Use letter names to distinguish between alternative spellings of the same sound.	
Year 2	Alphabet	Printed letter formation	Segment spoken words into phonemes and represent these by	Revision of content from EYFS and YI, including Common
	,	,	graphemes, spelling many correctly and making phonetically	Exception Words:
	Prefixes		plausible attempts at others.	
	Suffixes			door, floor, poor, because, find, kind, mind, behind, child,
	,,		Formation of nouns using suffixes. —ness, -er / compound	children*, wild, climb, most, only, both, old, cold, gold,
	Common exception words		words.	hold, told, every, everybody, even, great, break, steak,
	'			pretty, beautiful, after, fast, last, past, father, class,
			Formation of adjectives using suffixes. (-ful / -less)	grass, pass, plant, path, bath, hour, move, prove, improve,
			, , , , , ,	sure, sugar, eye, could, should, would, who, whole, any,
			Suffixes —er /-est and —ly to turn adjectives into adverbs.	many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas — and/or others according to
			Spell many common exception words.	programme used.
Year 3	Y3/4 spelling list	Developing cursive script	Spelling some of the Year 3/4 statutory spelling rules correctly	accident(ally) actual(ly) address answer appear arrive
			and spell words with prefixes, suffixes (e.g. anti, auto and super).	believe bicycle breath breathe build busy/business
	Common exception words			calendar caught centre century certain circle complete
			Including all previously taught spellings.	consider continue decide describe different difficult
	High frequency words			disappear early earth eight/eighth enough exercise
			Investigate word families.	experience experiment extreme famous favourite February
	Pre-fixes and suffixes			forward(s) fruit grammar group guard guide heard
Year 4	Y3/4 spelling list	Produce fluent, legible and joined handwriting.	Know the difference between plural and possessive —s.	heart height history imagine increase important interest
				island knowledge learn length library material medicine
	Common exception words		Know standard English form.	mention minute natural naughty notice occasion(ally)
				o _f ten opposite ordinary particular peculiar perhaps



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	High frequency words			popular position possess(ion) possible polatoes pressure
				probably promise purpose quarter question recent regular
	Pre-fixes and suffixes			reign remember sentence separate special straight
				strange strength suppose surprise therefore
				though/although thought through various weight
				woman/women
Year 5	Y3/4 spelling list	Maintain fluent, legible and joined handwriting.	Converting nouns or adjectives into verbs using suffixes for	accommodate accompany according achieve aggressive
			example, —ate; —ise; —ifyl	amateur ancient apparent appreciate attached available
	Y5/6 spelling list			average awkward bargain bruise category cemetery
			Verb prefixes [for example, dis—, de—, mis—, over— and re—]	committee communicate community competition
	Common exception words			conscience* conscious* controversy convenience
	·		Year 5/6 spelling lists.	correspond criticise (critic + ise) curiosity definite
	High frequency words			desperate determined develop dictionary disastrous
				embarrass environment equip (-ped, -ment) especially
	Pre-fixes and suffixes			exaggerate excellent existence explanation familiar
Year 6	Y3/4 spelling list	Maintain fluent, legible and joined handwriting when	The difference between vocabulary typical of informal speech	foreign forty frequently government guarantee harass
		writing at speed.	and vocabulary appropriate for formal speech and writing [for	hindrance identity immediate(ly) individual interfere
	Y5/6 spelling list		example, find out — discover; ask for — request; go in — enter]	interrupt language leisure lightning marvellous
				mischievous muscle necessary neighbour nuisance occupy
	Common exception words		Understand how words are related by meaning as synonyms and	occur opportunity parliament persuade physical prejudice
	·		antonyms (for example, big, large, little).	privilege profession programme pronunciation queue
	High frequency words			recognise recommend relevant restaurant rhyme rhythm
			Year 5/6 spelling lists.	sacrifice secretary shoulder signature sincere(ly) soldier
	Pre-fixes and suffixes			stomach sufficient suggest symbol system temperature
				thorough twelfth variety vegetable vehicle yacht



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Spoken Language

In our curriculum, we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. We ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Children need to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. We are aiming for

our children to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

our crimarer	Listen and	Ask questions to	Use strategies to	Articulate ideas,	Structure	Maintain attention and	Speak audibly and	Select and use the
	respond	extend	build vocabulary	answers, arguments	descriptions/explanations/n	participate in	fluently using Standard	appropriate
	10390114	understanding	barrar vocasarar g	and opinions, offer	arratives for varied	collaborative	English, gaining and	registers to
		under statiating		' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	,			9
				hypothesis or	purposes and to express	conversations,	maintaining the interest	communicate
				imagining	reelings	discussions, performances	of the listener	effectively
						and presentations		
EYFS	Early learning	Early learning goal	To engage in dialogue	Verbally respond to	Use simple descriptions verbally	To begin to recognise when it	Early learning goal —	To show an
	goal — listening	— understanding	with adults to learn and	simple sentences.	to describe objects / themselves	is their turn to speak.	speaking	awareness of
	and attention		use new vocabulary		or others			speaking to peers in
		Children follow				To use imaginative talk to	Children express themselves	contrast to adults
	Children listen	instructions				support role play	effectively, showing	
	altentively in a	involving several					awareness of listeners'	
	range of	ideas or actions.					needs.	
	situations.							
		They answer 'how'					They use past, present and	
	They listen to	and 'why' questions					future forms accurately	
	stories, accurately	about their					when talking about events	
	anticipating key	experiences and in					that have happened or are	
	events and	response to stories					to happen in the future.	
	respond to what	or events.						
	they hear with						They develop their own	
	relevant comments,						narratives and explanations	



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	questions or						by connecting ideas or	
	actions.						events	
	They give their							
	attention to what							
	others say and							
	respond							
	appropriately,							
	while engaged in							
	another activity.							
Year I	Listen and respond	Begin to ask questions	To be encouraged to	Begin to offer ideas and	Being able to describe their	Know when it is their turn to	Speak clearly so that the	Notice how different
Year 2	to the speaker	that link clearly to the	listen to and use new	suggestions based on	immediate world and environment	speak in a simple presentation /	listener can hear what is said	speakers talk and
1601 2	making simple	topic being discussed	vocabulary to develop	what has been heard -		discussion		consider why this might
	comments and	l J	their own vocabularies	for example in response	Can talk about themselves clearly		Speak in grammalically	be the case
	suggestions	Show that the		to reading watching an	and confidently	Take part in role play to find	correct sentences	
			Given appartunities to	experiment		out about different characters		IZ II I I.
	Make helpful	conversation is being	use this vocabulary in a		Can retell simple stories / recounts	and situations	Organising thoughts into	Know that different
	contributions when	followed through the	variety of meaningful		Can resem compte contract / receding	and shuarons	sentences before expressing	people have different
	speaking in turns, in	questions that are	contexts			Take different roles in a drama	them	ideas / responses and
	pairs and in small	asked	Connexis			/ role play to explore how others	li le li l	recognise that these are
	'		To be encouraged to			felt about a character's actions	Choosing words to add	as valuable as their own
	groups		think of alternatives for			Jen about a character's actions	interest or detail	
			, ,				ninerest of detail	
			simple vocabulary			Can remain focused on a		
			choices			conversation when not directly		
						involved and are able to recall		
						the main points when questioned		
Year 3	Respond to a	Generate questions to	To be encouraged to	Develop ideas and	Can develop ideas and feelings	Prepare and present information	Adapt language, tone and	Begin to adapt suitable
Year 4	speaker's main	ask a specific speaker	develop their individual	expand on these building	through sustained talk	orally	style to suit the purpose of the	styles of delivery
	ideas, developing	/ audience in	vocabulary using words	on what others say			listener	dependent on task /



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	them through	response to a talk /	they hear and see in	Adapt these ideas in	Can organise what they want to	Participate in discussions by		audience Recognise how	
	comments and	conversation	their reading and across	light of new information	say so that it is clear to the	listening to others and building	Can speak to a wider	language choices vary	
	suggestions.		curriculum subjects		listener	on from what has been said	audience (e.g. class /	in different situations	
	Build on ideas shared. Work in a variety of	Ask questions in direct response to something heard / presented	To use new vocabulary within the correct context Can discuss a wider		Can give descriptions. Recall events / stories / recount experiences with some added detail to engage the listener	Participate in drama, improvisation and role play activities—showing an understanding of a character by	assembly) Adjusts speaking style as per audience	Take account of the viewpoints of others when building own	
	group situations		range of topics which are		delan to engage the historial	choice of vocabulary to indicate	Planning talk / presentations	arguments and offering	
	following		perhaps unfamiliar to			reelings and emotions	carefully to ensure they fulfil	responses	
	appropriate etiquette		own direct experience.			J	the purpose and suit the needs		
	for group dynamics					Can show through the contributions made and questions asked that they have collowed a conversation	of the listener		
Year 5	Show a clear	Spontaneously ask	Using vocabulary	Offer ideas and support	Can talk about reelings, thought	Can present information in a	Be aware of the listener and	Explain how language	
Year 6	understanding of	questions which	appropriately and for	these with reasoning.	sand ideas with some detail to	variety of ways to a range of	adapt talk to maintain the	use varies in different	
1001	the main points of a	develop the	ettect		make meaning explicit	audiences	listener's interest	situations. Reflect this	
	conversation /	conversation and take		Be prepared to change				understanding in the	
	discussion.	ideas or knowledge	Use appropriate	this as new information	Can present information clearly	Take an active role in	Express and explain relevant	choices made for	
		further	terminology linked to	comes to light and refer	and in an appropriate form to the	discussions - taking on specific	ideas with some elaboration to	delivering talk	
	Be able to articulate		other curriculum subjects	back to original thoughts	listener	roles and taking responsibility to	make meaning explicit		
	and develop the			providing either further		ensure that a discussion remains	M 1 1 1 1 1	Refer to the viewpoints	
	speaker's ideas in		Can talk about abstract	evidence to support ideas	Can plan and present information	focused	Maintain control and effective	of others providing	
	different ways.		concepts using a rich and varied vocabulary to	or reasons for the	verbally selecting the appropriate format and style to match the		organisation of a talk to guide the listener	supporting evidence or	
	Refer to others		articulate ideas and	I change of focus	purpose	Can summarise another person's	NIC WANTIE!	counterbalancing these	
	comments when		emotions			contribution to a discussion	Adapt vocabulary, grammar	with their own opinions	
	articulating own				Can sustain a longer conversation	adding their own interpretation /	and non-verbal features to		
	ideas				about a given topic	J	maintain listener's interest		



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			opinion based on what	has been	
Participate in			heard	Can articulate thoughts	
collaborative work				clearly when presenting to a	
taking on board the			Perform to wider audio	ences range of audiences	
ideas of others and			combining words, gest	ures and	
adapting these to			movement	Can adopt a formal /	
meet the needs of				informal tone as appropriate	
the group			Participate in debates,	following to the situation	
			appropriate etiquette, c	and	
			conventions		