



Spoken Language

Pupils should be taught to:

- ▶ **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.**

Word Reading

- ▶ **Read books at an age appropriate interest level.**
- ▶ **Use and 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 of new words they meet**
- ▶ **Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.**
- ▶ **Read and understand words from the Year 3/4 list.**

Comprehension

Developing pleasure in reading and motivation to read

- ▶ **Listen to and discuss a range of fiction, poetry, plays and non-fiction**, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.
- ▶ Regularly listen to whole novels read aloud by the teacher.
- ▶ Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion.
- ▶ **Read books and texts for a range of purposes** e.g. enjoyment, research, skills development, reference.
- ▶ **Recognise some different forms of poetry** e.g. **narrative**, calligrams, shape poems.
- ▶ Sequence and discuss the main events in stories.
- ▶ **Orally retell a range of stories, including less familiar fairy stories, fables and folk tales** e.g. Grimm's Fairy Tales.
- ▶ Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.
- ▶ **Identify and discuss conventions** e.g. numbers three and seven in fairy tales, magical sentence repeated several times.
- ▶ **Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.**
- ▶ Identify, **discuss and collect favourite words and phrases** which capture the reader's interest and imagination.
- ▶ Explain the meaning of unfamiliar words by using the context.
- ▶ **Use dictionaries to check meanings of words they have read.**

Understanding the text

- ▶ Use intonation, tone and volume when reading aloud.
- ▶ Take note of punctuation when reading aloud.
- ▶ **Discuss their understanding of the text.**
- ▶ **Raise questions during the reading process to deepen understanding** e.g. I wonder why the character.
- ▶ **Draw inferences around characters thoughts, feelings and actions, and justify with evidence** from the text.
- ▶ **Make predictions based on details stated.**
- ▶ Justify responses to the text using the PE prompt (Point + Evidence).
- ▶ Discuss the purpose of paragraphs.
- ▶ **Identify a key idea** in a paragraph.
- ▶ **Analyse and evaluate texts looking at language, structure and presentation** e.g. persuasive letter, diary and calligram etc.

Retrieving and recording information from non-fiction

- ▶ Prepare for research by identifying what is already known about the subject and key questions to structure the task.
- ▶ Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.
- ▶ Quickly appraise a text to evaluate usefulness and **retrieve information**.
- ▶ Navigate texts in print and on screen.
- ▶ **Record information from a range of non-fiction texts.**

Participating in discussion

- ▶ **Participate in discussion about what is read to them and books they have read independently.**
- ▶ Develop and agree on rules for effective discussion.
- ▶ Take turns and listen to what others say.
- ▶ Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.