



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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.**
- ▶ **Re-read books to build up fluency and confidence in word reading.**
- ▶ **Read frequently encountered words quickly and accurately without overt sounding and blending.**
- ▶ **Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.**
- ▶ **Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping.***
- ▶ Read longer and less familiar texts independently.
- ▶ **Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.**
- ▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading *place* for *palace*.
- ▶ **Read words containing common suffixes** e.g. *-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.*
- ▶ **Read further common exception words, noting tricky parts**

Comprehension

Developing pleasure in reading and motivation to read

- ▶ **Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.**
- ▶ **Orally retell a wider range of stories, fairy tales and traditional tales.**
- ▶ **Sequence and discuss the main events in stories and recounts.**
- ▶ **Read a range of non-fiction texts which are structured in different ways,** including information, explanations, instructions, recounts, reports.
- ▶ **Recognise the use of repetitive language within a text or poem** (e.g. *run, run as fast as you can*) and across texts (e.g. *long, long ago in a land far away...*).
- ▶ **Learn and recite a range of poems using appropriate intonation.**
- ▶ Make personal reading choices and explain reasons for choices.
- ▶ **Identify, discuss and collect favourite words and phrases.**
- ▶ **Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.**

Understanding books which they can read themselves and those which are read to them

- ▶ Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised.*
- ▶ Uses tone and intonation when reading aloud.
- ▶ **Activate prior knowledge, drawing on what they already know or on background information and vocabulary provided by the teacher, and raise questions** e.g. *What do we know? What do we want to know? What have we learned?*
- ▶ **Check that texts make sense while reading and self-correct.**
- ▶ Demonstrate understanding of fiction and non-fiction texts by **asking and answering who, what, where, when, why, how questions.**
- ▶ **Explain and discuss their understanding, giving opinions and supporting with reasons** e.g. *Hansel was clever when he put stones in his pocket because...*
- ▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- ▶ **Make inferences about characters and events using evidence from the text** e.g. *what is the character thinking, saying and feeling?*
- ▶ **Make predictions based on what has been read so far.**
- ▶ Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet points, glossary, diagrams.*
- ▶ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.

Participating in discussion

- ▶ **Participate in discussion about what is read to them, taking turns and listening to what others say.**
- ▶ Make contributions in whole class and group discussion.
- ▶ Consider other points of view.
- ▶ Listen and respond to contributions from others.