



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.*
- ▶ *Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and understand meanings of words.*
- ▶ *Read and understand words from the statutory Year 5/6 word list.*

Comprehension

Maintaining positive attitudes to reading

- ▶ Listen to and **discuss a range of fiction, poetry and non-fiction** which they might not choose to read themselves.
- ▶ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.
- ▶ **Explore themes within and across texts e.g. loss, heroism, friendship.**
- ▶ **Make comparisons within a text e.g. characters' viewpoints of same events.**
- ▶ **Recommend books to their peers with reasons for choices.**
- ▶ **Read books and texts that are structured in different ways for a range of purposes.**
- ▶ **Increase familiarity with a wider range of books including modern fiction, traditional stories, myths and legends.**
- ▶ **Learn a wider range of poems by heart.**
- ▶ **Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.**

Understanding texts they read independently and those which are read to them

- ▶ **Explain the meaning of words within the context of the text.**
- ▶ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- ▶ **Check that the book makes sense to them and demonstrate understanding** e.g. through discussion, use of reading journals.
- ▶ Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
- ▶ **Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.**
- ▶ **Predict what might happen from information stated and implied.**
- ▶ Through close reading of the text, re-read and read ahead to locate clues to support understanding.
- ▶ Scan for key words and text mark to locate key information.
- ▶ **Summarise main ideas drawn from more than one paragraph and identify key details which support this.**
- ▶ **Justify opinions and elaborate by referring to the text,** e.g. using Reading Rainbow lenses.
- ▶ Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.
- ▶ **Identify how language, structure and presentation contribute to meaning** e.g. formal letter, informal diary and persuasive speech.

Evaluating the impact of the author's use of language

- ▶ Explore, recognise and use the terms metaphor, simile, imagery.
- ▶ **Explain the effect on the reader of the authors' choice of language.**
- ▶ **Distinguish between statements of fact or opinion within a text.**

Participating in discussion and debate

- ▶ **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.**
- ▶ Prepare formal presentations individually or in groups.
- ▶ **Use notes to support presentation of information.**
- ▶ **Respond to questions generated by a presentation.**
- ▶ **Participate in debates on an issue related to reading** (fiction or non-fiction).