

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Vocabulary	KS1	LKS2		UKS2	
	Discusses & clarifies the meanings of words, linking new meanings to known vocabulary.	Uses a dictionary to check the meaning of words that they have read.	Uses a dictionary, with increased confidence, to check the meaning of words that they have read.	Uses contextual & genre knowledge to determine alternate meanings of known words.	Identifies & comments on genre-specific language features used in age-appropriate texts, e.g., shades of meaning between similar words

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Inferring	KS1	LKS2		UKS2	
	<ul style="list-style-type: none"> - Makes inferences on the basis of what is being said & done. 	<ul style="list-style-type: none"> - Draws inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence 	<ul style="list-style-type: none"> - Can draw inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence 	<ul style="list-style-type: none"> - Begins to draw more complex inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifies inferences with at least one piece of evidence - Begin to make links between the authors' use of language & the inferences drawn - Refer accurately to elements from across the text to support predictions & opinions. 	<ul style="list-style-type: none"> - Can draw complex inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifies inferences with evidence. - Refers to the text to support predictions & opinions - Begin to see how inferences draw on the connotations of words, their use in context & that they can be cumulative, as clues are picked up through a text, e.g., action & dialogue (as well as descriptive language) enable inferences to be developed.

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Predicting	KS1	LKS2		UKS2	
	- Predicts what might happen on the basis of what has been read so far (using a range of clues e.g., experience of books written by the same author; experience of books already read on a similar theme, book title, cover & blurb).	- Predicts what might happen from details stated or implied.	- Predicts what might happen from details stated & implied (using an image/chapter title/single sentence).	- Predicts what might happen from details stated & implied, explaining & justifying these with at least one reference to the text.	- Makes predictions from details stated & implied explaining & justifying these using at least two quotations & text references to support ideas & arguments.

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Explanation	KS1	LKS2		UKS2	
		<ul style="list-style-type: none"> - Discusses words & phrases that capture the reader's interest & imagination. - Identifies specific language which contributes to the development of meaning. 	<ul style="list-style-type: none"> - Discusses words & phrases that capture the reader's interest & imagination. - Identifies how language, structure, & presentation contribute to meaning. - Notice & discuss the author's choice & order of content linked to purpose. For example: Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery? 	<ul style="list-style-type: none"> - Identifying how language, structure & presentation contribute to meaning. - Discuss & evaluate how authors use language, including figurative language, considering the impact on the reader. - Identify & explain the author's point of view with reference to the text. - Consider the similarities & differences in approaches taken & viewpoints of authors & of fictional characters. 	<ul style="list-style-type: none"> - Identifying how language, structure & presentation contribute to meaning. - Discuss & evaluate how authors use language, including figurative language, considering the impact on the reader.

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Retrieving	KS1	LKS2		UKS2	
	- Is increasingly familiar with non-fiction books that are structured in different ways.	- Retrieves & records more complex information from non-fiction text/s. (e.g., using text features to locate information e.g., contents, indices, subheadings).	- Retrieves & records information from a wide range of non-fictions with varying complexities.	- Distinguishes between statements of fact & opinion & is beginning to understand why this is important to interpreting the text. - Retrieves records & presents information from more challenging non-fiction texts. - Retrieves & records information from non-fiction by using features to locate information e.g., contents, indices, subheadings - Beginning to skim & scans efficiently for vocabulary, key ideas & facts on both the printed page & screen.	- Distinguish between statements of fact & opinion & recognises in the language used by authors to influence readers. - Can confidently retrieve, record & present information from increasingly challenging non-fiction texts. - Can skim & scan efficiently to extract information from age-appropriate texts & make well organised notes of the main ideas using quotation & reference to the text using own words.

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Reading Summarising	KS1	LKS2		UKS2	
	- Discusses the sequence of events in books & how items of information are related.	- Identifies main ideas drawn from more than one paragraph & summarises these.	- Identifies main ideas drawn from more than one paragraph & summarising these.	- Summarises the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	- Summarises the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Writing	KS1	LKS2		UKS2	
	<ul style="list-style-type: none"> - segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others - spell many common exception words* form capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters - use spacing between words that reflects the size of the letters. - use co-ordination (e.g., or / and / but) and some subordination (e.g., when / if / that / because) to join clauses. 	<ul style="list-style-type: none"> - Subordinate and coordinate conjunctions - Expanded noun phrases Adverbials for time - Using paragraphs Adverbs and adverbials - Noun phrases - Paragraphing - organising ideas around a theme - Punctuating direct speech - Present Perfect Tense - Fronted adverbials - Recognising Clauses - Prepositions - Adverbials including time phrases - Specific noun choices - Apostrophes for contraction and possession. 	<ul style="list-style-type: none"> - Subordinating and coordinating conjunctions - Prepositions - Punctuating speech - Expanded noun phrases - Fronted adverbials for time, place, and manner - Determiners - Tense - Use of paragraphs - Adverbs and adverbials - Apostrophes -Plurals and possessive - Pronouns and nouns - Direct Speech - Adverbs and Adverbials - Homophones - Present perfect tense 	<ul style="list-style-type: none"> - Word classes - Sentence types - First, second, third person - Conjunctions - Relative clauses - Imperative verbs - Punctuation for parenthesis - Tense - Person - Formal/informal - Colons and semi-colons - Formal and informal writing - Active and passive 	<ul style="list-style-type: none"> - Cohesive devices - Modal verbs - Active and passive forms - Cohesive devices such as subordination, adverbials, and use of pronouns. - Difference between formal and informal speech conventions. - Progressive tenses - Use of punctuation for relative clauses to avoid ambiguity. - Colon/semi-colon for lists. - Subjunctive forms - Layout devices such as headings and sub-headings - Semi-colon for independent clauses and within lists to add clarity. - Colon between independent clauses and to start lists. - Dash between independent clauses. - Use of bullet points - Modal verbs

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Spoken Language	KS1	LKS2		UKS2	

		<p>- Listen and respond appropriately to adults and their peers -</p> <p>Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps) e.g., 'Tell your partner three facts about ... using the right words if you can and then write them down.'</p> <p><i>Mr Jones Apartheid Q and A</i></p> <p>- Ask relevant questions to extend their understanding and knowledge</p> <p><i>School Council Elections</i></p> <p><i>Q and A with the author, Christina Balit via Zoom</i></p> <p>- Articulate and justify answers, arguments and opinions Give reasons and explanations for choices and viewpoints in class discussions</p>	<p>- Listen and respond appropriately to adults and their peers "Infer meanings, reasons and make predictions e.g., 'Now, Class 4, I'm going to count to 10' – i.e., 'Mrs Jones is getting cross, we need to listen.'</p> <p><i>Text on own textless story</i></p> <p>- Ask relevant questions to extend their understanding and knowledge - "Able to use a series of questions to keep a conversation flowing e.g., 'Do you like science? What do you like most about science? Have you learned about food chains yet?' "</p> <p>"Be aware of when they can't remember and ask for an explanation e.g., 'Is the author the one that writes the story, and the illustrator does the pictures?'</p> <p><i>Q and A with Zoolab staff</i></p> <p><i>Live debate about deforestation</i></p>	<p>- Listen and respond appropriately to adults and their peers Listen to complex information and identify key elements and make relevant, related comments</p> <p><i>Story telling of written mini sagas (at library)</i></p> <p>- Ask relevant questions to extend their understanding and knowledge Ask a clarification question that requires the speaker to elaborate on what they have said e.g., 'Could you explain again how that works?'</p> <p><i>School Council Elections And Black History month celebrated individuals</i></p> <p>- Use relevant strategies to build their vocabulary Incorporate topic vocabulary into their written and spoken work</p>	<p>- Listen and respond appropriately to adults and their peers - Understand the key points made by a number of speakers and to compare different points of view</p> <p>- Ask relevant questions to extend their understanding and knowledge - Understand and use different types of questions: open, closed, rhetorical</p> <p><i>Hot seating in Oliver</i></p> <p>- Use relevant strategies to build their vocabulary – Use 'academic' vocabulary (i.e., 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate e.g., 'I had to co-operate really hard to get my work done.'</p> <p>- Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings-</p>
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		<p><i>Poetry Performance</i></p> <p>- Gain, maintain and monitor the interest of the listener(s) Exaggerate to make a story more interesting e.g., 'I was so tired I could have slept for a week!'</p> <p><i>National Poetry Day performance</i></p> <p><i>Celtic Insult Poems - Writing and performing</i></p> <p>11. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Able to understand another's point of view and show whether they agree or disagree e.g., 'I know why you think the boy is naughty, but I don't think he did it on purpose.' -</p> <p><i>Iron Man debate</i></p>	<p>e.g., 'I think we should start sorting out these pictures so we can stick them onto the paper. If we use the Pritt stick it will be quicker than using the other glue.'</p> <p>- Speak audibly and fluently with an increasing command of standard English - Produce speech that is consistently clear and easy to understand Able to say words of any length with accuracy Secure phonological awareness skills "Use formal language when appropriate in some familiar situations e.g., showing a visitor around school, using language such as 'Excuse me', 'I'm pleased to meet you' and speaking in full sentences</p> <p><i>Documentary narration</i> <i>Share stories with another Year group</i></p> <p>- Participate in discussions, presentations, performances, role play,</p>	<p>- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing</p> <p><i>Hot seating of people during black plague.</i></p> <p>- Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas Able to use language to persuade</p> <p>Debate of various topics</p> <p>- Speak audibly and fluently with an increasing command of standard English Produce speech that is consistently clear and easy to understand</p> <p><i>School Council Elections</i></p>	<p>Use inference, reasoning, and prediction skills</p> <p>- Participate in discussions, presentations, performances, role play, improvisations, and debates Able to share ideas and information, give and receive advice, offer, and take notice of the opinion of others e.g., 'I think the boy was being mean to the girl, but you are right when you said that she was being mean to him first.'</p> <p><i>Debate on global warming and the melting of the ice caps.</i></p> <p>- Gain, maintain and monitor the interest of the listener – Able to share ideas and information, give and receive advice, offer, and take notice of the opinion of others –</p>
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			<p>improvisations, and debates - Able to take on group roles to discuss with peers e.g., able to act as the chairperson or the note taker in a group</p> <p>- Gain, maintain and monitor the interest of the listener(s) - Use intonation to give added emphasis e.g., "Helpful?", she cried, "You must be joking!"</p> <p><i>National Poetry Day performance</i></p> <p>- Consider and evaluate different viewpoints, attending to and building on the contributions of others- "Able to identify and reflect on key points of what they have just been told e.g., 'So, our flag is called the Union flag and not the Union Jack. The flagpole is the jack, they always call it that on the TV.' "</p>	<p><i>Story telling of written mini sagas (at library)</i></p> <p>- Participate in discussions, presentations, performances, role play, improvisations, and debates Able to take turns, listening carefully to others and politely agreeing or disagreeing with them</p> <p><i>National Poetry Day - Performance</i></p> <p>- Gain, maintain and monitor the interest of the listener(s) Realise when the listener doesn't fully understand and try to help them Is able to use humour effectively e.g., 'Children write their own limericks linking to theme.</p> <p><i>National Poetry Day performance</i></p> <p>- Consider and evaluate different viewpoints,</p>	<p>- Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise</p>
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			<p><i>Q and A with Zoolab staff</i></p> <p><i>Live debate about deforestation</i></p> <p>- Select and use appropriate registers for effective communication - "Understand and use popular colloquial expressions e.g., 'That's sick!'</p> <p><i>Battle re-enactment</i></p>	<p>attending to and building on the contributions of others</p> <p>Actively use inference, prediction, and reasoning skills by looking for the underlying meaning of what has been said</p> <p><i>Debates of various topics to support writing a balanced argument</i></p> <p>- Select and use appropriate registers for effective communication</p> <p>Use appropriately different words and phrases, from how people in that area normally talk, and standard English</p>	
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	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
	KS1	LKS2		UKS2	