

Spoken language

Preschool 1	Preschool 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I listen to stories when you make different noises or use different voices as you read.</p> <p>I can recognise sounds by finding or going to the thing or place.</p> <p>I join in with singing, songs and rhymes.</p> <p>I can stop what I am doing, look at you and listen</p>	<p>When I like what they are talking about, I listen to my friends.</p> <p>I listen to the stories you tell me and I talk about them later.</p> <p>I stop what I am doing and listen when I hear you talk to me, or I hear the doorbell ring.</p> <p>When you ask me to do something like "Come and put your coat on", I will do it</p>	<p>When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening.</p> <p>I can listen to what you tell me you want me to do and then I can do it.</p> <p>When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really</p>	<p>Listen to others and usually respond appropriately.</p> <p>Demonstrates attentive listening for short periods of time and express own views.</p> <p>Understands simple spoken instructions.</p> <p>Uses appropriate vocabulary to describe their immediate world and feelings.</p> <p>Thinks of alternatives for simple vocabulary choices.</p>	<p>Listen carefully and respond with increasing appropriateness, making helpful contributions where suitable.</p> <p>Summarise some main points after listening to others.</p> <p>Understands more complex 2or 3-part instructions.</p> <p>Start to use subject-specific vocabulary to explain, describe and add detail.</p> <p>Suggest words or phrases appropriate to the topic being discussed.</p> <p>Ask for the meanings of unknown words.</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to adults and their peers.</p> <p>Make connected comments after listening to others.</p> <p>Begins to extend on points made by others after listening.</p> <p>Use vocabulary appropriate to the topic and/or the audience.</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to adults and their peers.</p> <p>Work out which information is important and respond with relevant and related comments.</p> <p>Knows and uses language that is acceptable in formal and informal situations with</p>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views.</p> <p>Listen and respond to others and make contributions which add challenge to ideas suggested.</p> <p>Knows and uses language that is acceptable in formal and informal</p>	<p>To make improvements based on constructive feedback on their listening skills.</p> <p>Notice and comment on what is said and how.</p> <p>Listens attentively to ideas and responds appropriately with positive comments, observant suggestions and challenges.</p>

when you say my name.	if I am not really busy playing.	carefully to what is happening.	Selects specific words to make the meaning clearer.	Starts to vary language according to the situation between formal and informal.	Recognise powerful vocabulary and begin to try to use these words/phrases in their own talk.	increasing confidence.	situations with increasing confidence.	Uses relevant strategies to build their vocabulary.
I understand longer instructions or questions such as "Put the bricks away and then we'll read a book".	When you ask me questions like "What do we need to cut the bread?" I know it's a knife. • When we are playing and you ask me to "Put teddy under the blanket" or "Put the car on top of the garage" I know what you mean and I can do it by myself.	I can listen to what you tell me you want me to do and then I can do it.	Speaks clearly and in a way that is easy to understand.	Usually speaks in grammatically correct sentences.	Discuss topics that are unfamiliar to their own experience.	Recognises powerful vocabulary when heard, building these words/phrases into their own talk in an appropriate way.	Uses ambitious and adventurous vocabulary which is mostly appropriate to the topic, audience and purpose.	Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.
I can use simple sentences with 3-4 words to talk about what I am doing or what is happening.	I can help you when you ask me to put something away or get something like "Put your	I can use lots of words to tell you about something that I have made or something that I have done.	Answer questions on a wider range of topics.	Show that they are following a conversation by asking relevant and timely questions.	Speaks clearly using more sophisticated language to explain, justify and relay information using standard English.	Speaks clearly and fluently about a range of events using standard English.	Speaks audibly, fluently and with a good command of standard English.	Speak audibly, fluently and with a full command of Standard English in all situations.
When I am talking with you, I talk about lots of different things – what I am doing,	I can help you when you ask me to put something away or get something like "Put your	I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use	Develop understanding by engaging in imaginative play, acting out stories and improvisations from familiar situations.	Answer questions using clear sentences.	Express characters' thoughts and feelings in imaginative play and use appropriate words, phrases and sentences.	Uses complex sentences to communicate clearly and explain further.	Evaluate the effectiveness and impact of their own and others' word choices.	Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.
			Use words, phrases and sentences appropriate to the	Knows that they need to use different styles of talk with	Ask questions that relate to what has been heard or what	Generate relevant	Confidently explains the meaning of words	

<p>what I like or what I have done.</p> <p>I use objects and gestures to help me explain what I mean when I am talking.</p> <p>I can ask questions such as “what”, “where” and “who” when I am sharing a book or playing with toys.</p> <p>I am beginning to use word endings, such as “I am going” instead of “I go” and plurals, such</p>	<p>shoes in the basket, please.”</p> <p>I am beginning to understand when you ask me questions like “How can we mop up the juice?” and “Why do you want to wear your boots today?”</p> <p>I am beginning to use longer sentences with words like “because” and “and” like “I cried, I did, because I banged my foot”</p>	<p>these new words as I am playing.</p> <p>I can pretend to be different people and can pretend to do different things, like being a nurse and making sick patients better with bandages and care.</p> <p>I can use words like “first”, “next” and “then” when I am telling you a story or telling you about something I have done.</p> <p>When I am dressing up or</p>	<p>situation in imaginative play.</p> <p>Uses a more formal tone with the adults in school.</p> <p>Varies their voice for effect.</p> <p>Behaves appropriately during interactions and demonstrates some non-verbal gestures like eye gaze and turning towards the speaker when talking to others.</p> <p>Responds to what they hear with relevant comments.</p> <p>Organise their thoughts into sentences before expressing them.</p>	<p>different people, e.g. friends, teachers, greeting visitors.</p> <p>Changes their voice and uses expression to engage the listener and keep them interested.</p> <p>Can sustain the attention of the listener.</p> <p>Recognises that there are other viewpoints.</p> <p>Make a simple comment in response to others’ viewpoints and say whether they agree or disagree and why.</p> <p>Talk about themselves clearly and confidently.</p> <p>Verbally recount experiences with added interesting details.</p>	<p>was presented to them.</p> <p>Begin to support their answers to questions with justifiable reasoning.</p> <p>Can explore and imagine feelings within story and real-life settings and discuss.</p> <p>Speculate with growing confidence on a range of possible outcomes to a situation.</p> <p>With support, makes more formal language choices when speaking to visitors and staff in school.</p>	<p>questions for a specific speaker/ audience in response to what has been said.</p> <p>Regularly offer answers that are supported with justifiable reasoning.</p> <p>Make predictions and speculates on possible outcomes based on information given and inferences made (within a widening range of situations both familiar and unfamiliar).</p>	<p>Explains the meaning of words and offer alternative synonyms.</p> <p>Ask questions which deepen conversations and/or further their knowledge.</p> <p>Understand how to answer questions that require more detailed answers and justification.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>and offer alternative synonyms.</p> <p>Regularly ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers with confidence in a range of situations.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Use a wide range of vocabulary to</p>
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<p>as “babies” when talking about more than one object or person.</p> <p>I can tell you about something that happened yesterday, like “remember when we went to the park and had a green apple and came home”.</p> <p>I ask lots of questions and answer your questions too.</p> <p>I can talk about what we are doing now, and what might happen later or tomorrow.</p> <p>When I talk to you, sometimes I</p>	<p>playing with toy people I like to make up stories using what I know, what I have seen or what I have heard to help me.</p> <p><u>Early Learning Goals</u></p> <p><b>Listening and attention:</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They</p>	<p>Describe their immediate world and environment.</p> <p>Retell simple stories and recounts aloud.</p> <p>Use character voices in context.</p> <p>Use language to express opinion and explain.</p> <p>Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing.</p>	<p>Offer ideas based on what has been heard.</p> <p>Can work in role and take on some characteristics and/or the voice of the character being played.</p> <p>Use more complicated grammar to explain or justify opinion.</p> <p>Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts.</p>	<p>Can explain ideas in a manner appropriate to the listener.</p> <p>Keeps talk purposeful and stays on topic.</p> <p>Is beginning to use gestures and intonation to further meaning.</p> <p>Can listen to others’ views and preferences, agree next steps to take, and consider alternatives.</p> <p>Organise what they want to say</p>	<p>In familiar situations, can recognise for themselves when you use formal language.</p> <p>Recognises when the listener is losing interest and uses intonation and expression to engage interest.</p> <p>Can explain ideas in a manner appropriate to the listener.</p> <p>Able to adapt language to engage and</p>	<p>exploring ideas.</p> <p>Use a growing range of vocabulary to speculate and hypothesise <b>e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</b></p> <p>In familiar situations, selects and uses appropriate registers for effective communication.</p> <p>Uses different intonation,</p>	<p>speculate about possible outcomes in narrative and real-life situations <b>e.g. all Y5 examples and cause/effect, possibility, predict.</b></p> <p>Confidently select and use appropriate registers for effective communication in a range of situations.</p> <p>Gain, maintain and monitor the interest of the listener(s) by varying tone and delivery.</p> <p>Maintains attention and participates</p>
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	<p>talk like a grown up to make myself clear, like "I really, really need the toilet now".</p> <p>I can use lots of words about things that interest me, like "diplodocus" and "brontosaurus" and I like to learn lots of new words.</p> <p>I pretend about things when I am playing, like using my coat on my head "this is my magic flying cape".</p>	<p>give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Understanding:</b></p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking:</b></p> <p>Children</p>			<p>so that it has a clear purpose.</p> <p>Can create and sustain a role for longer periods adding greater detail to a role/ character.</p> <p>Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.</p> <p>Begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p> <p>Expresses personal</p>	<p>suit their audience.</p> <p>Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.</p> <p>Debate issues and make their opinions on topics clear.</p> <p>Adapt their ideas in response to new information.</p>	<p>expression, tone and volume and can re-focus or grab the listener's attention.</p> <p>Stays on topic and is more a selective about how much/ which details to include to keep the listener interested.</p> <p>Interprets and responds to different viewpoints, making relevant comments that build on the contributions of others.</p>	<p>actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Confidently participates in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Confidently varies grammar and vocabulary to suit the audience,</p>
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		<p>express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>			<p>feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts.</p>	<p>Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>Sustain a role/scenario and shows an understanding of the character through speech.</p> <p>Articulate and justify opinion on a character, event or situation in response to a question or prompt.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Plan and present information clearly with ambitious added detail and description for the listener.</p> <p>Develops a role and understands that characters respond differently and display different 'sides' to them depending on the situation.</p>	<p>purpose and/or context.</p> <p>Can sustain a role effectively.</p> <p>Articulates and justifies answers, arguments, opinions with confidence.</p> <p>Gives well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p>
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<b>Reading – word reading</b>								
Preschool 1	Preschool 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Develop their phonological awareness, so that they can:	Read individual letters by saying the	To apply phonic knowledge and skills as the route to decode words.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	To use their phonic knowledge to decode quickly and accurately (may still need	To read most words fluently and attempt to decode any unfamiliar words with	To read most words fluently and attempt to decode any unfamiliar words with	To read fluently with full knowledge of all Y5/ Y6 exception

<ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in words</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none"> <li>the names of different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read</li> </ul>	<ul style="list-style-type: none"> <li>sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>To read words containing taught GPCs.</li> <li>To read words containing -s, -es, -ing, -ed and -est endings.</li> <li>To read words with contractions, e.g. I'm, I'll and we'll.</li> <li>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</li> <li>To accurately read texts that are consistent with their developing phonic knowledge, that do not</li> </ul>	<ul style="list-style-type: none"> <li>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>To accurately read most words of two or more syllables.</li> <li>To read most words containing common suffixes.*</li> <li>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>To reread these books to build up fluency and confidence in word reading.</li> <li>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>	<ul style="list-style-type: none"> <li>support to read longer unknown words).</li> <li>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</li> <li>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</li> </ul>	<ul style="list-style-type: none"> <li>increasing speed and skill.</li> <li>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</li> <li>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>increasing speed and skill, recognising their meaning through contextual cues.</li> <li>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</li> <li>To read most Y5/ Y6 exception words, discussing the unusual correspondences</li> </ul>	<ul style="list-style-type: none"> <li>words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul>
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	<p>English text from left to right and from top to bottom</p>	<p>Read common exception words as detailed by the school phonics programme</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in</p>	<p>require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading</p>		<p>To begin to read Y3/Y4 exception words.*</p>		<p>ces between spelling and sound and where these occur in the word.</p>	
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		word reading, their fluency and their understanding and enjoyment.						
Reading – comprehension								
Preschool 1	Preschool 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I have some favourite rhymes and songs.</p> <p>When you ask questions like “Who’s jumping?” or “Who’s sleeping?” I can point to the right picture to show you that I understand action or “doing” words.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Be able to express a point of view and debate when they disagree with an adult or a</p>	<p>Listen to and talk about stories to build familiarity and understanding .</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Compare and contrast characters</p>	<p>Check that a text makes sense to them as they read and to self- correct.</p> <p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Link what they have read or have read to them to their own experiences.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about a text, taking</p>	<p>Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and to correct inaccurate reading</p> <p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>Participate in discussions about books that are read to them and</p>	<p>Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recognise more complex themes in what they read</p>

<p>I can show you that I understand “who”, “what” and “where” when you use short questions such as “Who’s that?”, “What’s that?” or “Where is?” as we look at pictures in a book or play with toys.</p>	<p>friend, using words as well as actions</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and</p>	<p>turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Ask and answer questions about a text.</p> <p>Make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p>Discuss word meaning and link new meanings to those already known.</p> <p>Begin to make simple inferences.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Recite simple poems by heart.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far in a text.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> <p>Retrieve and record information from non- fiction texts.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Discuss authors’ choice of words and phrases for effect</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.</p> <p>Justify predictions</p>	<p>evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Discuss vocabulary used to capture readers’ interest and imagination</p> <p>Draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>Justify predictions</p>	<p>those they can read for</p> <p>themselves, building on their own and others’ ideas and challenging views courteously.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these</p> <p>Recommend texts to peers based on personal choice.</p> <p>Discuss vocabulary used by the author to create effect including figurative language.</p>	<p>(such as loss or heroism).</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>Draw out key information and to summarise the main ideas in a text.</p>
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<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where</p>	<p>Recognise that non-fiction books are often structured in different ways.</p>			<p>using evidence from the text.</p> <p>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>Begin to use appropriate intonation and volume when reading aloud.</p> <p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>from details stated and implied</p> <p>Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>Evaluate the use of authors' language and explain how it has created an impact on the reader</p> <p>Draw inferences from characters' feelings, thoughts and motives.</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text</p> <p>Continually show an awareness of audience when reading out loud using intonation,</p>	<p>Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>Compare characters, settings and themes within a text and across more than one text</p> <p>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>Consider different accounts of the</p>
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	<p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge</p>	<p>appropriate) key events in stories.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in</p>					<p>tone, volume and action</p> <p>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts</p>	<p>same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fiction materials for purposeful information retrieval (e.g. in reading history,</p>
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	and vocabulary.	their pretend play.						geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
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\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1).