



# Pathways to Write

**Reading and Spoken Language Links**

**Year 1-6**

**Set 1 & 2**

| Year 1 Set 1 |   |  |  |  |  |   |
|--------------|---|--|--|--|--|---|
| 1            | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|              | <p><b>Reading</b><br/>Retell stories and consider their particular characteristics<br/>Discuss word meanings, linking new meanings to those already known<br/>Discuss the significance of the title and events<br/>Make inferences on the basis of what is being said and done<br/>Predict what might happen on the basis of what has been read so far<br/>Participate in discussion about what has been read</p> | <p><b>Reading</b><br/>Become familiar with key stories, fairy stories and traditional tales<br/>Retell stories and consider their particular characteristics<br/>Make inferences on the basis of what is being said and done<br/>Predict what might happen on the basis of what has been read so far</p> | <p><b>Reading</b><br/>Link what is read or heard to own experiences<br/>Retell stories and consider their particular characteristics<br/>Discuss word meanings, linking new meanings to those already known<br/>Draw on what they already know<br/>Discuss the significance of the title and events<br/>Make inferences on the basis of what is being said and done<br/>Predict what might happen on the basis of what has been read so far<br/>Participate in discussion about what has been read<br/>Explain clearly understanding of what is read</p> | <p><b>Reading</b><br/>Retell stories and consider their particular characteristics<br/>Learn to appreciate rhymes and poems<br/>Recite some rhymes and poems by heart<br/>Draw on what they already know<br/>Check that the text makes sense<br/>Make inferences on the basis of what is being said and done<br/>Predict what might happen on the basis of what has been read so far</p> | <p><b>Reading</b><br/>Learn to appreciate rhymes and poems<br/>Recite some rhymes and poems by heart<br/>Discuss word meanings, linking new meanings to those already known<br/>Make inferences on the basis of what is being said and done<br/>Predict what might happen on the basis of what has been read so far<br/>Participate in discussion about what has been read<br/>Explain clearly understanding of what is read</p> | <p><b>Reading</b><br/>Become familiar with key stories, fairy stories and traditional tales<br/>Retell stories and consider their particular characteristics<br/>Make inferences on the basis of what is being said and done<br/>Predict what might happen on the basis of what has been read so far<br/>Participate in discussion about what has been read</p> |
|              | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, improvisations and debates</p>   | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Participate in <b>discussions</b>, presentations, performances, role play, improvisations and debates</p>   | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates</p>  | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Articulate and justify answer<br/>Build vocabulary<br/>Use spoken language: speculating, imagining and exploring ideas</p>  | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates</p>   | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates</p>  |

| Year 1 Set 2 |   |  |   |   |  |   |
|--------------|---|--|---|---|--|---|
| 1            | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|              | <p><b>Reading</b><br/>Retell stories and consider their particular characteristics<br/>Discuss word meanings, linking new meanings to those already known<br/>Discuss the significance of the title and events<br/>Make inferences on the basis of what is being said and done<br/>Predict what might happen on the basis of what has been read so far<br/>Participate in discussion about what has been read to them</p> | <p><b>Reading</b><br/>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently<br/>Retell stories and consider their particular characteristics<br/>Make inferences on the basis of what is being said and done<br/>Predict what might happen on the basis of what has been read so far<br/>Participate in discussion about what has been read to them</p> | <p><b>Reading</b><br/>Link what is read or heard to own experiences<br/>Retell stories and consider their particular characteristics<br/>Discuss word meanings, linking new meanings to those already known<br/>Draw on what they already know<br/>Discuss the significance of the title and events<br/>Make inferences on the basis of what is being said and done<br/>Predict what might happen on the basis of what has been read so far<br/>Participate in discussions about what has been read to them<br/>Explain clearly their understanding of what is read to them</p> | <p><b>Reading</b><br/>Predict what might happen on the basis of what has been read so far<br/>Check that the text makes sense<br/>Answer and ask questions<br/>Learn to appreciate rhymes and poems<br/>Recite some rhymes and poems by heart<br/>Participate in discussions about what is read to them</p> | <p><b>Reading</b><br/>Learn to appreciate rhymes and poems<br/>Discuss word meanings, linking new meanings to those already known<br/>Make inferences on the basis of what is being said and done<br/>Predict what might happen on the basis of what has been read so far<br/>Participate in discussions about what has been read to them<br/>Explain clearly an understanding of what has been read to them</p> | <p><b>Reading</b><br/>Become familiar with key stories, fairy tales and traditional tales<br/>Retell stories and consider their particular characteristics<br/>Make inferences on the basis of what is being said and done<br/>Predict what might happen on the basis of what has been read so far<br/>Participate in discussion about what has been read to them</p> |
|              | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Participate in <b>discussions</b>, presentations, performances, <b>role-play</b>, improvisations and debates</p>   | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Participate in <b>discussions</b>, <b>presentations</b>, performances, <b>role-play</b>, improvisations and debates</p>   | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in <b>discussions</b>, presentations, performances, <b>role-play</b>, <b>improvisations</b> and debates</p>   | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Use spoken language: imagining and exploring ideas</p>   | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in <b>discussions</b>, presentations, performances, <b>role-play</b>, <b>improvisations</b> and debates</p>   | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/><b>Participate in discussions, presentations, performances, role-play, improvisations and debates</b></p>  |

| Year 2 Set 1 |   |  |   |   |   |  |
|--------------|---|--|---|---|---|--|
| 2            | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|              | <p><b>Reading</b><br/>Discuss the sequence of events in books and how items of information are related<br/>Make inferences on the basis of what is being said and done<br/>Answer and ask questions<br/>Predict what might happen on the basis of what has been read so far<br/>Participate in discussion about books, poems and other works<br/>Explain and discuss their understanding of books, poems and other material</p> | <p><b>Reading</b><br/>Discuss the sequence of events in books and how items of information are related<br/>Read non-fiction books that are structured in different ways<br/>Draw on what is already known or on background information and vocabulary provided by the teacher<br/>Make inferences on the basis of what is being said and done<br/>Answer and ask questions<br/>Participate in discussion about books, poems and other works<br/>Explain and discuss their understanding of books, poems and other material</p> | <p><b>Reading</b><br/>Check the text makes sense<br/>Make inferences on the basis of what is being said and done<br/>Answer and ask questions<br/>Predict what might happen on the basis of what has been read so far</p> | <p><b>Reading</b><br/>Read non-fiction books that are structured in different ways<br/>Discuss and clarify the meaning of words<br/>Answer and ask questions<br/>Predict what might happen on the basis of what has been read so far<br/>Explain and discuss their understanding of books, poems and other material</p> | <p><b>Reading</b><br/>Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently<br/>Become familiar with and re-tell a wider range of traditional tales<br/>Recognise simple recurring literary language<br/>Draw on what is already known and on background information and vocabulary provided by the teacher<br/>Predict what might happen on the basis of what has been read so far</p> | <p><b>Reading</b><br/>Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently<br/>Discuss the sequence of events in books and how items of information are related<br/>Make inferences on the basis of what is being said and done<br/>Ask and answer questions<br/>Predict what might happen on the basis of what has been read so far.</p> |
|              | <p><b>Spoken Language</b><br/>Listen and respond<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates</p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Maintain attention and participate actively in collaborative conversations</p>  | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p>                       | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates</p>  | <p><b>Spoken Language</b><br/>Articulate and justify answers<br/>Maintain attention and participate in collaborative conversations<br/>Speak audibly and fluently<br/>Participate in <b>discussions</b>, <b>presentations</b>, performances, <b>role play</b>, <b>improvisations</b> and debates</p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates</p>   |

| Year 2 Set 2 |  |   |   |   |   |   |
|--------------|--|---|---|---|---|---|
| 2            | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|              | <p><b>Reading</b><br/>Discuss the sequence of events in books and how items of information are related<br/>Make inferences on the basis of what is being said and done<br/>Answer and ask questions<br/>Predict what might happen on the basis of what has been read so far<br/>Participate in discussions about books, poems and other works<br/>Explain and discuss their understanding of books, poems and other material</p> | <p><b>Reading</b><br/>Discuss the sequence of events in books and how items of information are related<br/>Read non-fiction books that are structured in different ways<br/>Draw on what is already known or on background information and vocabulary provided by the teacher<br/>Make inferences on the basis of what is being said and done<br/>Answer and ask questions<br/>Participate in discussions about books, poems and other works<br/>Explain and discuss their understanding of books, poems and other material</p> | <p><b>Reading</b><br/>Check the text makes sense<br/>Make inferences on the basis of what is being said and done<br/>Ask and answer questions<br/>Predict what might happen on the basis of what has been read so far</p> | <p><b>Reading</b><br/>Read non-fiction books that are structured in different ways<br/>Discuss and clarify the meaning of words<br/>Answer and ask questions<br/>Predict what might happen on the basis of what has been read so far<br/>Explain and discuss their understanding of books, poems and other material</p> | <p><b>Reading</b><br/>Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently<br/>Discuss the sequence of events in books and how items of information are related<br/>Draw on what is already known and on background information and vocabulary provided by the teacher<br/>Predict what might happen on the basis of what has been read so far</p> | <p><b>Reading</b><br/>Discuss the sequence of events in books and how items of information are related<br/>Make inferences on the basis of what is being said and done<br/>Ask and answer questions<br/>Predict what might happen on the basis of what has been read so far<br/>Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently</p> |
|              | <p><b>Spoken Language</b><br/>Listen and respond<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in <b>discussions</b>, presentations, performances, <b>role-play, improvisations</b> and debates</p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Maintain attention and participate actively in collaborative conversations</p>   | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p>                       | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Participate in <b>discussions</b>, presentations, performances, <b>role-play, improvisations</b> and debates</p>   | <p><b>Spoken Language</b><br/>Articulate and justify answers<br/>Maintain attention and participate in collaborative conversations<br/>Speak audibly and fluently<br/>Participate in <b>discussions, presentations, performances, role-play, improvisations</b> and debates</p>   | <p><b>Spoken Language</b><br/>Give well-structured descriptions, explanations and narratives<br/><b>Listen and respond</b><br/>Ask relevant questions<br/><b>Participate in discussions, presentations, performances, role-play, improvisations and debates</b></p>   |

| Year 3 Set 1 |   |  |  |  |  |  |
|--------------|---|--|--|--|--|--|
| 3            | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|              | <p><b>Reading</b><br/>Use dictionaries to check the meanings of words<br/>Prepare poems to read aloud and perform<br/>Recognise different forms of poetry<br/>Check text makes sense<br/>Ask questions to improve understanding of a text<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Participate in discussion about books</p> | <p><b>Reading</b><br/>Use dictionaries to check the meanings of words<br/>Identify themes and conventions<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Recognise different forms of poetry<br/>Explain meaning of words in context<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied</p> | <p><b>Reading</b><br/>Read for a range of purposes<br/>Use dictionaries to check the meanings of words<br/>Explain meaning of words in context<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Identify main ideas drawn from more than one paragraph and summarise<br/>Retrieve and record information from non-fiction</p> | <p><b>Reading</b><br/>Read for a range of purposes<br/>Predict from details stated and implied<br/>Identify main ideas drawn from more than one paragraph and summarise<br/>Identify how language, structure and presentation contribute to meaning<br/>Retrieve and record information from non-fiction<br/>Participate in discussion about books</p> | <p><b>Reading</b><br/>Identify themes and conventions<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Explain meaning of words in context<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Participate in discussion about books</p> | <p><b>Reading</b><br/>Read for a range of purposes<br/>Use dictionaries to check the meanings of words<br/>Explain meaning of words in context<br/>Ask questions to improve understanding of a text<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Identify how language, structure and presentation contribute to meaning<br/>Retrieve and record information from non-fiction</p>                                 |
|              | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, improvisations and debates<br/>Consider and evaluate different viewpoints</p>  | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in discussions, presentations, performances, <b>role play</b>, improvisations and debates<br/>Consider and evaluate different viewpoints</p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Build vocabulary<br/>Ask relevant questions<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, improvisations and debates</p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Speak audibly and fluently<br/>Participate in discussions, <b>presentations</b>, performances, <b>role play</b>, improvisations and debates<br/>Select appropriate registers for effective communication</p>   | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Articulate and justify answers<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, improvisations and debates<br/>Consider and evaluate different viewpoints</p>                         | <p><b>Spoken Language</b><br/>Listen and respond<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Maintain attention and participate actively in collaborative conversations<br/>Use Standard English<br/>Participate in <b>discussions</b>, <b>presentations</b>, performances, <b>role play</b>, improvisations and debates<br/>Gain, maintain and monitor the interest of listener(s)<br/>Select and use appropriate registers for effective communication</p> |

| Year 3 Set 2 |  |   |   |   |   |  |
|--------------|--|---|---|---|---|--|
| 3            | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|              | <p><b>Reading</b><br/>Draw inferences (characters' feelings, thoughts and motives) from their actions<br/>Use dictionaries to check the meanings of words<br/>Predict from details stated and implied<br/>Ask questions to improve understanding of a text<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Check text makes sense</p> | <p><b>Reading</b><br/>Identify themes and conventions<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied</p>  | <p><b>Reading</b><br/>Listen to and discuss a wide range of texts<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Explain meaning of words in context<br/>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions<br/>Predict from details stated and implied<br/>Retrieve and record information from non-fiction</p> | <p><b>Reading</b><br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Ask questions to improve understanding of a text<br/>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions<br/>Predict from details stated and implied</p> | <p><b>Reading</b><br/>Listen to and discuss a wide range of texts<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Explain meaning of words in context<br/>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions<br/>Predict from details stated and implied<br/>Retrieve and record information from non-fiction</p> | <p><b>Reading</b><br/>Prepare poems and playscripts to read aloud and to perform<br/>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions<br/>Predict from details stated and implied<br/>Identify main ideas drawn from more than one paragraph and summarise<br/>Identify how language, structure and presentation contribute to meaning<br/>Retrieve and record information from non-fiction</p>                                       |
|              | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Participate in <b>discussions</b>, presentations, performances, <b>role-play</b>, improvisations and debates<br/>Consider and evaluate different viewpoints</p>   | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Speak audibly and fluently with an increasing command of Standard English<br/>Participate in <b>discussions</b>, presentations, <b>performances</b>, <b>role-play</b>, improvisations and debates</p> | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives<br/>Speak audibly and fluently</p>   | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives</p>   | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives<br/>Speak audibly and fluently</p>   | <p><b>Spoken Language</b><br/><b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b><br/><b>Speak audibly and fluently with an increasing command of Standard English</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Participate in <b>discussions</b>, presentations, <b>performances</b>, role-play, improvisations and debates<br/>Consider and evaluate different viewpoints</p> |

| Year 4 Set 1 |  |   |  |  |  |   |
|--------------|--|---|--|--|--|---|
| 4            | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|              | <p><b>Reading</b><br/>Read for a range of purposes<br/>Identify themes and conventions<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Recognise different forms of poetry<br/>Check text makes sense<br/>Explain meaning of words in context<br/>Ask questions to improve understanding of a text<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict what might happen from what is stated and implied<br/>Retrieve and record information from non-fiction<br/>Participate in discussion about books</p> | <p><b>Reading</b><br/>Read for a range of purposes<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Identify main ideas drawn from more than one paragraph and summarise<br/>Identify how language, structure, and presentation contribute to meaning</p>                       | <p><b>Reading</b><br/>Read for a range of purposes<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Check text makes sense<br/>Ask questions to improve understanding of a text<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Participate in discussion about books</p>                              | <p><b>Reading</b><br/>Use dictionaries to check the meaning of words<br/>Identify themes and conventions<br/>Check text makes sense<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Identify main ideas drawn from more than one paragraph and summarise<br/>Participate in discussion about books</p> | <p><b>Reading</b><br/>Read for a range of purposes<br/>Use dictionaries to check the meaning of words<br/>Explain meaning of words in context<br/>Predict from details stated and implied<br/>Identify main ideas drawn from more than one paragraph and summarise<br/>Identify how language, structure, and presentation contribute to meaning<br/>Retrieve and record information from non-fiction</p>             | <p><b>Reading</b><br/>Identify themes and conventions<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Explain meaning of words in context<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Identify main ideas drawn from more than one paragraph and summarise<br/>Identify how language, structure, and presentation contribute to meaning<br/>Retrieve and record information from non-fiction</p> |
|              | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Maintain attention and participate actively in collaborative conversations<br/>Use spoken language to develop understanding by hypothesising, imagining and exploring ideas<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates<br/>Consider and evaluate different viewpoints</p>   | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Articulate and justify answers<br/>Maintain attention and participate actively in collaborative conversations<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Use Standard English<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates<br/>Consider and evaluate different viewpoints</p> | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives<br/>Speak audibly and fluently<br/>Use Standard English<br/>Participate in discussions, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates<br/>Consider and evaluate different viewpoints</p> | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Articulate and justify answers<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Speak audibly and fluently<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates</p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Give well-structured descriptions, explanations and narratives<br/>Maintain attention and participate actively in collaborative conversations<br/>Gain, maintain and monitor the interest of the listener(s)<br/>Consider and evaluate different viewpoints<br/>Select and use appropriate registers for effective communication</p> | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Speak audibly and fluently<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, <b>improvisations</b> and debates</p>  |



| Year 4 Set 2 |   |  |   |  |  |   |
|--------------|---|--|---|--|--|---|
| 4            | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|              | <p><b>Reading</b><br/>Read for a range of purposes<br/>Use dictionaries to check the meaning of words<br/>Identify themes and conventions<br/>Explain meaning of words in context<br/>Ask questions to improve understanding of a text<br/>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions<br/>Predict from details stated and implied<br/>Identify how language, structure and presentation contribute to meaning<br/>Identify main ideas drawn from more than one paragraph and summarise<br/>Retrieve and record information from non-fiction<br/>Participate in discussions about books</p> | <p><b>Reading</b><br/>Read for a range of purposes<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Identify how language, structure, and presentation contribute to meaning</p>   | <p><b>Reading</b><br/>Read for a range of purposes<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Explain meaning of words in context<br/>Ask questions to improve understanding of a text<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Participate in discussions about books</p>   | <p><b>Reading</b><br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Ask questions to improve understanding of a text<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Identify how language structure and presentation contribute to meaning<br/>Retrieve and record information from non-fiction<br/>Participate in discussions about books</p> | <p><b>Reading</b><br/>Predict from details stated and implied<br/>Use dictionaries to check the meaning of words<br/>Discuss words and phrases that capture the reader's imagination<br/>Explain meaning of words in context<br/>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions<br/>Retrieve and record information from non-fiction<br/>Identify main ideas from paragraphs</p>                        | <p><b>Reading</b><br/>Identify themes and conventions<br/>Discuss words and phrases that capture the reader's interest and imagination<br/>Explain meaning of words in context<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Identify how language, structure and presentation contribute to meaning<br/>Retrieve and record information from non-fiction</p> |
|              | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives<br/>Maintain attention and participate actively in collaborative conversations<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Participate in discussions, role-play, improvisations and debates</p>  | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Articulate and justify answers and participate actively in collaborative conversations<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Use Standard English<br/>Participate in <b>discussions, presentations, performances, role play, improvisations</b> and debates<br/>Consider and evaluate different viewpoints</p> | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives<br/>Speak audibly and fluently<br/>Use Standard English<br/>Participate in <b>discussions, presentations, performances, role-play and improvisations</b><br/>Gain, maintain and monitor the interest of the listeners<br/>Consider and evaluate different viewpoints</p> | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Give well-structured descriptions, explanations and narratives<br/>Maintain attention and participate actively in collaborative conversations<br/>Participate in <b>discussions, presentations, performances, role-play, improvisations</b> and debates</p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Articulate and justify answers<br/>Maintain attention and participate actively in collaborative conversations<br/>Consider and evaluate different viewpoints<br/>Participate in role-play and improvisations<br/>Select and use appropriate registers for effective communication</p> | <p><b>Spoken Language</b><br/><b>Speak audibly and fluently</b><br/><b>Participate in discussions, presentations, performances, role-play, improvisations and debates</b><br/>Ask relevant questions<br/>Articulate and justify answers<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p>  |

| Year 5 Set 1 |  |  |   |   |   |  |
|--------------|--|--|---|---|---|--|
| 5            | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|              | <p><b>Reading</b><br/>Draw inferences (characters feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Identify how language, structure and presentation contribute to meaning<br/>Evaluate authors' language choice<br/>Distinguish between fact and opinion<br/>Participate in discussion about books<br/>Explain and discuss understanding of reading<br/>Provide reasoned justifications for views</p> | <p><b>Reading</b><br/>Identify and discuss themes and conventions<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Identify how language, structure and presentation contribute to meaning<br/>Evaluate authors' language choice<br/>Explain and discuss understanding of reading<br/>Participate in discussion about books<br/>Provide reasoned justifications for views</p> | <p><b>Reading</b><br/>Identify and discuss themes and conventions<br/>Make comparisons within and across texts<br/>Learn poetry by heart<br/>Check sense, discuss understanding and explore meaning of words in context<br/>Ask questions to improve understanding<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Summarise main ideas, identifying key details<br/>Retrieve, record and present information from non-fiction<br/>Explain and discuss understanding of reading</p> | <p><b>Reading</b><br/>Identify and discuss themes and conventions<br/>Check sense, discuss understanding and explore meaning of words in context<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Identify how language, structure and presentation contribute to meaning<br/>Evaluate authors' language choice<br/>Distinguish between fact and opinion<br/>Retrieve, record and present information from non-fiction</p> | <p><b>Reading</b><br/>Make comparisons within and across texts<br/>Check sense, discuss understanding and explore meaning of words in context<br/>Ask questions to improve understanding<br/>Predict from details stated and implied<br/>Identify how language, structure and presentation contribute to meaning<br/>Distinguish between fact and opinion<br/>Retrieve, record and present information<br/>Explain and discuss understanding of reading<br/>Provide reasoned justifications for views</p> | <p><b>Reading</b><br/>Make comparisons within and across books<br/>Check sense, discuss understanding and explore meaning of words in context<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict what might happen from details stated and implied<br/>Evaluate authors' language choice<br/>Participate in discussion about books<br/>Provide reasoned justifications for views</p>  |
|              | <p><b>Spoken Language</b><br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in <b>discussions, presentations, performances, role play, improvisations and debates</b><br/>Gain, maintain and monitor the interest of the listener(s)<br/>Consider and evaluate different viewpoints</p>  | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in <b>discussions, presentations, performances, role play, improvisations and debates</b><br/>Gain, maintain and monitor the interest of the listener(s)<br/>Consider and evaluate different viewpoints</p>   | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Speak audibly and fluently<br/>Participate in <b>discussions, presentations, performances, role play, improvisations and debates</b></p>   | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Articulate and justify answers<br/>Maintain attention and participate actively in collaborative conversations<br/>Speak audibly and fluently<br/>Use Standard English<br/>Participate in <b>discussions, presentations, performances, role play, improvisations and debates</b><br/>Select and use appropriate registers for communication</p>   | <p><b>Spoken Language</b><br/>Listen and respond<br/>Build vocabulary<br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives<br/>Maintain attention and participate actively in collaborative conversations<br/>Speak audibly and fluently<br/>Participate in <b>discussions, presentations, performances, role play, improvisations and debates</b><br/>Select and use appropriate registers for communication</p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Give well-structured descriptions, explanations and narratives<br/>Maintain attention and participate actively in collaborative conversations<br/>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas<br/>Participate in discussions, presentations, performances, <b>role play, improvisations and debates</b><br/>Consider and evaluate different viewpoints</p> |

| Year 5 Set 2 |  |  |   |   |   |  |
|--------------|--|--|---|---|---|--|
| 5            | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|              | <p><b>Reading</b><br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Identify how language, structure and presentation contribute to meaning<br/>Evaluate authors' language choice<br/>Distinguish between fact and opinion<br/>Participate in discussions about books<br/>Explain and discuss understanding of reading<br/>Provide reasoned justifications for views</p> | <p><b>Reading</b><br/>Identify and discuss themes and conventions<br/>Make comparisons within and across books<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Identify how language, structure and presentation contribute to meaning<br/>Evaluate authors' language choice</p> | <p><b>Reading</b><br/>Make comparisons within and across books<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Identify how language, structure and presentation contribute to meaning<br/>Retrieve, record and present information from non-fiction<br/>Explain and discuss understanding of reading</p> | <p><b>Reading</b><br/>Identify and discuss themes and conventions<br/>Ask questions to improve understanding of a text<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Retrieve, record and present information from non-fiction<br/>Participate in discussions about books</p> | <p><b>Reading</b><br/>Make comparisons within and across books<br/>Check sense, discuss understanding and explore meaning of words in context<br/>Ask questions to improve understanding<br/>Predict from details stated and implied<br/>Identify how language structure and presentation contribute to meaning<br/>Distinguish between fact and opinion<br/>Retrieve, record and present information from non-fiction<br/>Explain and discuss understanding of reading<br/>Provide reasoned justifications for views</p> | <p><b>Reading</b><br/>Identify and discuss themes and conventions<br/>Make comparisons within and across books<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Summarise main ideas, identifying key details<br/>Evaluate authors' language choice<br/>Provide reasoned justifications for views</p>   |
|              | <p><b>Spoken Language</b><br/>Articulate and justify answers<br/>Give well-structured descriptions, explanations and narratives<br/>Participate in <b>discussions, role-play, improvisations</b> and debates<br/>Consider and evaluate different viewpoints</p>  | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Maintain attention and participate actively in collaborative conversations<br/>Participate in <b>discussions, role-play, improvisations</b> and debates</p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Give well-structured, descriptions, explanations and narratives<br/>Maintain attention and participate actively in collaborative conversations<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Articulate and justify answers<br/>Maintain attention and participate actively in collaborative conversations<br/>Participate in <b>discussions, presentations, performances, role-play, improvisations and debates</b><br/>Choose the appropriate register</p>                         | <p><b>Spoken Language</b><br/>Listen and respond<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Maintain attention and participate actively in collaborative conversations<br/>Speak audibly and fluently<br/>Use Standard English<br/>Participate in discussions, presentations, performances, role-play, improvisations and debates<br/>Consider and evaluate different viewpoints<br/>Select and use appropriate registers for effective communication</p>                | <p><b>Spoken Language</b><br/><b>Participate in discussions, presentations, performances, role-play, improvisations and debates</b><br/><b>Consider and evaluate different viewpoints, attending to and building on the contributions of others</b><br/>Maintain attention and participate actively in collaborative conversations<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Speak audibly and fluently</p> |

| Year 6 Set 1 |   |  |  |   |  |   |
|--------------|---|--|--|---|--|---|
| 6            | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|              | <p><b>Reading</b><br/>Identify and discuss themes and conventions<br/>Ask questions to improve understanding<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Identify how language, structure and presentation contribute to meaning<br/>Provide reasoned justifications, for views</p> | <p><b>Reading</b><br/>Prepare <b>poems</b> and plays for performance<br/>Check sense, discuss understanding and explore meaning of words in context<br/>Summarise main ideas, identifying key details<br/>Identify how language, structure and presentation contribute to meaning<br/>Retrieve, record and present information from non-fiction<br/>Explain and discuss understanding of reading</p>   | <p><b>Reading</b><br/>Identify and discuss themes and conventions<br/>Make comparisons within and across books<br/>Ask questions to improve understanding<br/>Draw inferences (characters feelings, thoughts and motives); justify inferences with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Evaluate authors' language choice<br/>Distinguish fact and opinion (GD)<br/>Participate in discussion about books<br/>Explain and discuss understanding of reading<br/>Provide reasoned justifications for views</p> | <p><b>Reading</b><br/>Make comparisons within and across texts<br/>Check sense, discuss understanding and explore meaning of words in context<br/>Ask questions to improve understanding<br/>Draw inferences (characters, feelings, thoughts, motives); justify with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Identify how language, structure and presentation contribute to meaning<br/>Evaluate authors' language choice<br/>Retrieve, record and present information from non-fiction</p> | <p><b>Reading</b><br/>Identify and discuss themes and conventions<br/>Check sense, discuss understanding and explore meaning of words in context<br/>Ask questions to improve understanding<br/>Predict from details stated and implied<br/>Identify how language, structure and presentation contribute to meaning<br/>Evaluate authors' language choice<br/>Distinguish between fact and opinion<br/>Retrieve, record and present information from non-fiction<br/>Participate in discussion about books<br/>Provide reasoned justifications for views</p> | <p><b>Reading</b><br/>Recommend books to peers<br/>Learn poetry by heart<br/>Prepare <b>poems</b> and plays for performance<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Summarise main ideas, identifying key details<br/>Evaluate authors' language choice<br/>Participate in discussion about books</p> |
|              | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Articulate and justify answers<br/>Maintain attention and participate actively in collaborative conversations<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, improvisations and debates<br/>Consider and evaluate different viewpoints</p>           | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Maintain attention and participate actively in collaborative conversations<br/>Speak audibly and fluently<br/>Participate in <b>discussions</b>, presentations, performances, role play, improvisations and debates<br/>Gain, maintain and monitor the interest of the listener(s)<br/>Consider and evaluate different viewpoints</p> | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Articulate and justify answers<br/>Use standard English<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Speak audibly and fluently<br/>Use Standard English<br/>Participate in <b>discussions</b>, presentations, performances, <b>role play</b>, improvisations and debates<br/>Select and use appropriate registers for effective communication</p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Build vocabulary<br/>Maintain attention and participate actively in collaborative conversations<br/>Speak audibly and fluently<br/>Participate in <b>discussions</b>, presentations, performances, role play, improvisations and <b>debates</b><br/>Gain, maintain and monitor the interest of the listener(s)<br/>Consider and evaluate different viewpoints<br/>Select and use appropriate registers for effective communication</p>   | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Give well-structured descriptions, explanations and narratives<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Speak audibly and fluently<br/>Use Standard English<br/>Select and use appropriate registers for effective communication</p>   | <p><b>Spoken Language</b><br/>Listen and respond<br/>Build vocabulary<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Speak audibly and fluently<br/>Use Standard English<br/>Select and use appropriate registers for effective communication</p>   |

| Year 6 Set 2 |  |  |  |   |  |  |
|--------------|--|--|--|---|--|--|
| 6            | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|              | <p><b>Reading</b><br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Identify how language, structure and presentation contribute to meaning<br/>Evaluate authors' language choice</p>                              | <p><b>Reading</b><br/>Prepare <b>poems</b> and plays for performance<br/>Check sense, discuss understanding and explore meaning of words in context<br/>Summarise main ideas, identifying key details<br/>Identify how language, structure and presentation contribute to meaning<br/>Retrieve, record and present information from non-fiction<br/>Explain and discuss understanding of reading</p>                           | <p><b>Reading</b><br/>Ask questions to improve understanding<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Evaluate authors' language choice<br/>Provide reasoned justifications for views</p> | <p><b>Reading</b><br/>Make comparisons within and across books<br/>Check sense, discuss understanding and explore meaning of words in context<br/>Ask questions to improve understanding<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Predict from details stated and implied<br/>Summarise main ideas, identifying key details<br/>Participate in discussions about books<br/>Provide reasoned justifications for views</p> | <p><b>Reading</b><br/>Identify and discuss themes and conventions<br/>Make comparisons<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Summarise main ideas<br/>Identify how language, structure and presentation contribute to meaning<br/>Evaluate authors' language choice<br/>Distinguish between fact and opinion<br/>Retrieve, record and present information from non-fiction</p> | <p><b>Reading</b><br/>Learn poetry by heart<br/>Prepare <b>poems</b> and plays for performance<br/>Draw inferences (characters' feelings, thoughts and motives); justify with evidence<br/>Summarise main ideas, identifying key details<br/>Evaluate authors' language choice<br/>Participate in discussions about books</p>  |
|              | <p><b>Spoken Language</b><br/>Articulate and justify answers<br/>Build vocabulary<br/>Maintain attention and participate actively in collaborative conversations<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Participate in discussions, presentations, performances, role-play, improvisations and debates</p> | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Give well-structured <b>descriptions</b>, explanations and narratives<br/>Maintain attention and participate actively in collaborative conversations<br/>Speak audibly and fluently<br/>Participate in <b>discussions</b>, presentations, performances, role-play, improvisations and debates<br/>Consider and evaluate different viewpoints</p> | <p><b>Spoken Language</b><br/>Build vocabulary<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/>Speak audibly and fluently<br/>Use Standard English<br/>Participate in discussions, presentations, performances, role-play, improvisations and debates</p>   | <p><b>Spoken Language</b><br/>Listen and respond<br/>Ask relevant questions<br/>Build vocabulary<br/>Participate in <b>discussions</b>, presentations, performances, <b>role-play, improvisations</b> and debates<br/>Gain, maintain and monitor the interest of the listener(s)<br/>Consider and evaluate different viewpoints</p>   | <p><b>Spoken Language</b><br/>Ask relevant questions<br/>Build vocabulary<br/>Articulate and justify answers<br/>Participate in <b>discussions, presentations, performances, role-play, improvisations</b> and <b>debates</b></p>  | <p><b>Spoken Language</b><br/>Listen and respond<br/>Build vocabulary<br/>Ask relevant questions to extend their understanding and knowledge<br/>Use spoken language: speculating, hypothesising, imagining and exploring ideas<br/><b>Speak audibly and fluently with an increasing command of Standard English</b><br/><b>Select and use appropriate registers for effective communication</b></p> |