Literacy Genre Planning for Class 2 **1st YEAR**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ction	RWI Blue Books 1-5 Stories with Familiar Settings / Stories from Other Cultures (Amazing Grace) (Bringing the Rain to Kapiti Plain)	RWI Blue Books 6-8 Traditional / Fairy Tale Stories (Jack & The Beanstalk)	RWI Blue Books 8-10 Grey Books 1-2 Extended stories (Babe / The Sheep Pig)	RWI Grey Books 3-4 Fantasy Worlds (The Twits)	RWI Grey Books 5-7 Different Stories by the Same Author (Julia Donaldson books – Superworm)	RWI Grey Books 7-10
on-Fiction		Recounts (We The Curious) (KS1 Nativity)	List / Instructions (Cooking) Instructions (How to make colour spinners)	Non-Chronological Reports (The Titanic) Recount (SS Great Britain)	Information Texts (Our World IPC Unit) Report on Continents of the World	Lists and Labels (Holiday IPC Unit – what you need to take with you on holiday)
oetry	Patterns (Bringing the Rain to Kapiti Plain)		(Seeing the Light IPC Unit) The Light in the Night	(Repeated Phrases) Owl Babies		Nonsense / Performance Poetry (The Ning Nang Nong)
uthor	Dick-King Smith	Anthony Browne	Roald Dahl	Jill Murray	Julia Donaldson	Beatrix Potter

Year 2 will cover RWI Blue and Grey Books

Literacy Genre Planning for Class 2 **2nd YEAR**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	RWI Blue Books 1-5 Stories with Familiar Settings (The Tiger Who Came to Tea) Linked IPC (Elmer)	RWI Blue Books 6-8 Traditional / Fairy Tale Stories (The Three Billy Goats Gruff)	RWI Blue Books 8-10 Grey Books 1-2 Extended stories (Moana) (Mr Men Little Miss) (George's Marvellous Medicine)	RWI Grey Books 3-4 Fantasy Worlds (Beegu)	RWI Grey Books 5-7 Different Stories by the Same Author (Dick King-Smith)	RWI Grey Books 7-10 Fantasy Worlds (Traction Man)
Non-Fiction		Recounts (Glastonbury Abbey) (KS1 Nativity)	Non-Chronological Reports (The Great Fire of London) Recount (The Great Fire of London –Samuel Pepys)	Instructions (Cooking) (How to make a Thaumatrope) (Sensational IPC Unit – How Our Senses Work)	Information Texts (How honey is made – Link IPC) Recount – Quince Honey Farm	Lists and Labels (All Dressed Up IPC Unit)
Poetry		Patterns (The Night Before Christmas)		Senses (Sensational IPC Unit) (Ken Nesbitt's Evoking the Senses)		Performance Poetry (Walking with my Iguana)
Author	Dr Seuss	Allan & Janet Ahlberg	Roger Hargreaves	Michael Rosen	Michael Bond	Mini Grey

Year 2 will cover RWI Blue and Grey Books

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading – Word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Writing - Transcription

Pupils should be taught to:

Spelling (see English Appendix 1)

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1

write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting and presentation

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9

understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

APPENDIX 1 – Spelling Year 1

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck off, well, miss,

The /ŋ/ sound spelt n before k bank, think, honk, sunk

Division of words into syllables pocket, rabbit, carrot, thunder, sunset

-tch catch, fetch, kitchen, notch, hutch

The /v/ sound at the end of words have, live, give

Adding s and es to words (plural of nouns and the third person singular of verbs) cats, dogs, spends, rocks, thanks, catches

Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word hunting, hunted, hunter, buzzing, buzzed, buzzer,

Adding –er and –est to adjectives where no change is needed to the root word grander, grandest, fresher, freshest, quicker, quickest

ai rain, wait, train, paid, afraid **oi** oil, join, coin, point, soil

i–e five, ride, like, time, side **o–e** home, those, woke, hope, hole

u–e June, rule, rude, use, tube, tune **ar** car, start, park, arm, garden

ee see, tree, green, meet, week

a (/iː/) sea, dream, meat, each, read (present tense)

ea (/ɛ/) head, bread, meant, instead, read (past tense)

er (/ɜː/) (stressed sound): her, term, verb, person

er (/ə/)(unstressed *schwa* sound): better, under, summer, winter, sister

ir girl, bird, shirt, first, third

ur turn, hurt, church, burst, Thursday

oo (/uː/) food, pool, moon, zoo, soon

oo (/ʊ/) book, took, foot, wood, good

oa boat, coat, road, coach, goal

oe toe, goes

ou out, about, mouth, around, sound

ow (/aʊ/) now, how, brown, down, town

ow (/əʊ/) own,

blow, snow,

grow, show

ue blue, clue, true, rescue, Tuesday

ew new, few, grew, flew, drew, threw

ie (/aɪ/) lie, tie, pie, cried, tried, dried

ie (/iː/) chief, field, thief

igh high, night, light, bright, right

or for, short, born, horse, morning

au author, August, dinosaur, astronaut

air air, fair, pair, hair, chair

ear dear, hear, beard, near, year

ear (/ɛə/) bear, pear, wear

are (/ɛə/) bare, dare, care, share, scared

Words ending –y (/iː/ or /ɪ/) very, happy, funny, party, family

New consonant spellings

ph dolphin, alphabet, phonics, elephant

wh when, where, which, wheel, while

Using k for the /k/ sound Kent, sketch, kit, skin, frisky

Adding the prefix –un unhappy, undo, unload, unfair, unlock

Compound words football, playground, farmyard, bedroom, blackberry

Common exception words

ay day, play, say, way, stay **oy** boy, toy, enjoy, annoy **a–e** made, came, same, take, safe **e–e** these, theme, complete		**ore** more, score, before, wore, shore **aw** saw, draw, yawn, crawl	

Reading - Comprehension Pupils should be taught to:	Writing - Composition Pupils should be taught to:	Vocabulary, grammar and punctuation Pupils should be taught to:
develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far ▪ participate in discussion about what is read to them, taking turns and listening to what others say ▪ explain clearly their understanding of what is read to them.	write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.	develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. **Appendix 2 – Grammar Year 1** • Regular **plural noun suffixes** *–s* or *–es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun • **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) • How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*] • How **words** can combine to make **sentences** • Joining **words** and joining **clauses** using *and* • Sequencing **sentences** to form short narratives • Separation of **words** with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** • Capital letters for names and for the personal **pronoun** *I* **Terminology for pupils** *letter, capital letter* *word, singular, plural* *sentence punctuation, full stop, question mark, exclamation mark*

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Reading – Word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Writing - Transcription

Pupils should be taught to:

Spelling (see English Appendix 1)

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones

add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
- The /s/ sound spelt c before e, i and y
- The /n/ sound spelt kn and (less often) gn at the beginning of words
- The /r/ sound spelt wr at the beginning of words
- The /l/ or /əl/ sound spelt –le at the end of words
- The /l/ or /əl/ sound spelt –el at the end of words
- The /l/ or /əl/ sound spelt –al at the end of words
- Words ending –il
- The /aɪ/ sound spelt –y at the end of words
- Adding –es to nouns and verbs ending in –y
- Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it
- Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
- Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter

Reading - Comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

Writing - Composition

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ making inferences on the basis of what is being said and done ▪ answering and asking questions ▪ predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear.

5 – 6 yrs (Year 1) Class 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Reception list **Introduce:** **Fiction:** **Planning Tools:** Story map / story mountain (Refer to Story-Type grids) **Plan opening around** character(s), setting, time of day and type of weather **Understanding -** beginning /middle /end to a story **Understanding -** 5 parts to a story: **Opening** *Once upon a time…* **Build-up** *One day…* **Problem / Dilemma** *Suddenly,../ Unfortunately,…* **Resolution** *Fortunately,…* **Ending** *Finally,….*	**Consolidate Reception list (See Connectives and Sentence Signposts doc.)** **Introduce:** **Types of sentences:** Statements Commands Questions Exclamations **Simple Connectives:** *and* *or* *but* *so* *because* *so that* *then* *that* *while* *when* *where* **Also as openers:** *While…* *When…* *Where…* **-'ly' openers** *Fortunately,…Unfortunately,* *Sadly,…* **Simple sentences** e.g. *I went to the park.* *The castle is haunted.*	**Consolidate Reception list** **Introduce:** **Prepositions:** *inside* *outside* *towards* *across* *under* **Determiners:** *the a my your an this that his her their some all lots of many more those these* **Adjectives** to describe e.g. *The **old** house…* *The **huge** elephant…* **Alliteration** e.g. *dangerous dragon* *slimy snake* **Similes using as….as…** e.g. *as tall as a house* *as red as a radish* **Precise, clear language to give information e**.g. *First, switch on the red*	**Consolidate Reception list** **Introduce:** Capital Letters: ***Capital letter for names, places, people and days of the week*** ***Capital letter for the personal pronoun I*** Full stops Question marks Exclamation marks Speech bubble Bullet points Finger spaces	**Consolidate:** Finger spaces **Letter** **Word** **Sentence** **Full stops** **Capital letter** **<u>Introduce:</u>** **Punctuation** **Question mark** **Exclamation mark*** Speech bubble Bullet points **Singular/ plural**

	Embellished simple sentences			

Non-fiction: **Planning tools:** text map / washing line **Heading** **Introduction** Opening factual statement **Middle section(s)** Simple factual sentences around a *them* Bullet points for instructions Labelled diagrams **Ending** Concluding sentence	**using adjectives** e.g. *The giant had an enormous beard.* *Red squirrels enjoy eating delicious nuts.* **Compound sentences** using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings **and** slid down the slide.* *Spiders can be small **or** they can be large.* *Charlie hid **but** Sally found him.* *It was raining **so** they put on their coats.* **Complex sentences:** **Use of 'who' (relative clause)** e.g. *Once upon a time there was a little old woman **who** lived in a forest.* *There are many children **who** like to eat ice cream.* **'Run' - Repetition for rhythm** e.g. *He walked and he walked and he walked.* **Repetition for description** e.g. *a lean cat, a mean cat* *a green dragon, a fiery dragon*	*button.* *Next, wait for the green light to flash...* *Regular **plural noun suffixes** –s or –es (e.g. dog, dogs; wish, wishes)* ***Suffixes** that can be added to **verbs** (e.g. helping, helped, helper)* *How the **prefix** un– changes the meaning of **verbs** and **adjectives** (negation, e.g. unkind, or undoing, e.g. untie the boat)*		Adjective Verbs Connective Alliteration Simile – 'as'

6 – 7 yrs (Year 2) Class 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Year 1 list **Introduce:** **Fiction** **Secure use of planning tools:** Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids) **Plan opening around** character(s), setting, time of day and type of weather **Understanding 5 parts to a story with more complex vocabulary** **Opening** e.g. *In a land far away….* *One cold but bright morning…..* **Build-up** e.g. *Later that day* **Problem / Dilemma** e.g. *To his amazement* **Resolution** e.g. *As soon as* **Ending** e.g. *Luckily, Fortunately,* **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.	**Consolidate Year 1 list** **Introduce:** **(See Connectives and Sentence Signposts doc.)** **Types of sentences:** Statements Questions Exclamations Commands **-'ly' starters** e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* **Vary openers** to sentences **Embellished simple sentences using:** **adjectives** e.g. *The boys peeped inside the dark cave.* **adverbs** e.g**.** *Tom ran quickly down the hill.* **Secure use of compound sentences (Coordination)** using connectives: *and/ or / but / so* (coordinating conjunctions) **Complex sentences (Subordination) using:** **Drop in a relative clause:** **who/which** e.g.	**Consolidate Year 1 list** **Introduce:** **Prepositions:** *behind above along before betweenafter* **Alliteration** e.g. *wicked witch* *slimy slugs* **Similes using…like…** e.g. *… like sizzling sausages* *…hot like a fire* **Two adjectives to describe the noun** e.g. *The scary, old woman…* *Squirrels have long, bushy tails.* **Adverbs for description** e.g. *Snow fell gently and covered the cottage in the wood.* **Adverbs for information** e.g**.** Lift the pot carefully onto	**Consolidate Year 1 list** **Introduce:** **Demarcate sentences:** Capital letters Full stops Question marks Exclamation marks **Commas** to separate items in a list **Speech bubbles /speech marks for direct speech**	**<u>Consolidate</u>:** **Punctuation** • Finger spaces • **Letter** • **Word** • **Sentence** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark*** • Speech bubble • Bullet points **Singular/ plural** Adjective Verb Connective **<u>Introduce:</u>** **Apostrophe (contractions and singular possession)**

Non-Fiction **Introduce:** **Secure use of planning tools:** Text map / washing line / 'Boxing –up' grid **Introduction:** Heading Hook to engage reader Factual statement / definition Opening question **Middle section(s)** Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams **Ending** Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of **present tense** versus **past tense** throughout texts Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting)*	Sam, **who** was lost, sat down and cried. The Vikings, **who** came from Scandinavia, invaded Scotland. The Fire of London, **which** started in Pudding Lane, spread quickly. **Additional subordinating conjunctions:** *what/while/when/where/ because/ then/so that/ if/to/until* e.g. ***While*** *the animals were munching breakfast, two visitors arrived* *During the Autumn,* ***when*** *the weather is cold, the leaves fall off the trees.* **Use long and short sentences:** Long sentences to add description or information. Use short sentences for emphasis. **Expanded noun phrases** e.g. ***l****ots of people, plenty of food* **List of 3 for description** e.g. *He wore old shoes, a dark cloak and a red hat.* *African elephants have long trunks, curly tusks and large ears.*	the tray. The river quickly flooded the town. **Generalisers for information, e.g.** Most dogs…. Some cats…. Formation of **nouns** using **suffixes** such as –ness, –er Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of **suffixes** can be found in the spelling appendix.) Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs**	***Apostrophes to mark contracted forms in spelling*** e.g. *don't, can't* ***Apostrophes to mark singular possession*** e.g. *the cat's name*	**Commas** for description **'Speech marks'** **Suffix** **Verb / adverb** **Statement** **question** **exclamation** **Command** (Bossy verbs) **Tense (past, present,** future**) ie** not in bold **Adjective / noun** **Noun phrases** Generalisers ***Subordinating conjunctions***

Oracy

Progression Through Key Stage 1

Beginning of KS1	End of KS1
Explaining ideas and experiences	Justifying opinions and decisions
Responding to others	Building on the ideas of others
Retelling familiar stories	Creating and adapting narratives
Speaking within familiar groups	Presenting confidently to an audience
Using new vocabulary with support	Using vocabulary independently and purposefully
Collaborative play and talk	Collaborative discussion and problem-solving
Oral rehearsal with adult support	Independent oral composition before writing

Listening and Understanding	Language and vocabulary	Discussion and Collaboration
By the end of Key Stage 1, pupils should be able to listen attentively in a range of situations, respond appropriately and demonstrate understanding of increasingly complex spoken language. Pupils typically: • Listen and respond appropriately to adults and peers. • Maintain attention during collaborative discussions and learning activities. • Follow increasingly complex instructions containing several pieces of information. • Identify important information when listening. • Ask questions to clarify understanding. • Recognise when they have misunderstood and seek further explanation. • Become increasingly able to focus on the most important information when listening. • Listen while carrying out another familiar task. • Understand increasingly complex instructions and	**By the end of Key Stage 1, pupils should be able to communicate clearly using an expanding vocabulary, increasingly accurate Standard English and a growing range of sentence structures.** Pupils typically: • Speak audibly and clearly so they can be understood by others. • Use a growing range of vocabulary in discussion and learning. • Use recently taught vocabulary independently. • Explain ideas, experiences and learning using full sentences. • Use conjunctions such as *because, but, when, if, so* and *that* to extend ideas. • Use topic-specific vocabulary appropriately across the curriculum. • Ask questions to gain information and deepen understanding. • Explain the meaning of newly learned vocabulary.	**By the end of Key Stage 1, pupils should be able to participate appropriately in paired, group and whole-class discussion, listening to others and building upon shared ideas.** Pupils typically: • Participate confidently in paired, group and whole-class discussion. • Listen attentively and respond relevantly to others. • Build upon the ideas and contributions of peers. • Ask questions to clarify or extend understanding. • Remain focused on a shared topic. • Take turns appropriately when speaking and

spoken information. • Respond appropriately to the ideas and contributions of others. • Begin to consider viewpoints that differ from their own. • Understand that different situations require different levels of attention and listening. **This might sound like:** "Can you explain that again?" "So we need to find the information and then write it down?" "I heard Jack say..."	• Compare words according to their meaning, appearance or sound. • Use an increasingly varied range of descriptive vocabulary. • Use newly acquired vocabulary accurately within discussion and learning. • Use increasingly accurate Standard English in formal learning situations. • Begin to adapt language according to purpose and audience. **This might sound like:** "I think that happened because..." "Symmetrical means both sides are the same." "The character felt frustrated because..."	listening. • Work collaboratively to solve problems and complete tasks. • Keep to a topic of conversation for increasing periods. • Begin to notice when another person has not understood them. • Participate in conversations that are not always linked to their own immediate interests. • Begin to adapt what they say depending upon what the listener already knows. • Demonstrate increasing independence when working with others. **This might sound like:** "I agree because..." "Building on what Ella said..." "Could we try it this way?" "What do you think?"
Reasoning and Thinking Through Talk	**Storytelling and Oral Composition**	**Presentation and Leadership Communication**
By the end of Key Stage 1, pupils should be able to use talk to explain, question, predict and justify their thinking. Pupils typically: • Explain their ideas and opinions clearly. • Give reasons for choices and decisions. • Make predictions and explain their thinking. • Ask relevant questions to deepen understanding. • Use talk to organise ideas and solve problems. • Explain how they arrived at an answer or conclusion.	**By the end of Key Stage 1, pupils should be able to retell, create and orally rehearse increasingly detailed narratives and explanations.** Pupils typically: • Retell familiar stories accurately and coherently. • Recount experiences in chronological order. • Create simple narratives independently. • Use vocabulary and language structures encountered in stories and shared texts. • Sustain narratives with increasing detail and organisation.	**By the end of Key Stage 1, pupils should be able to communicate clearly in a range of situations, sharing ideas, explanations and information with increasing awareness of their audience.** Pupils typically: • Speak audibly and clearly so they can be heard by others. • Present information about familiar topics. • Perform poems, rhymes, stories and presentations to an audience. • Talk about their learning and explain their thinking.

• Compare ideas, experiences and viewpoints. • Explain why they agree or disagree. • Use reasoning language such as *because, if, then, maybe* and *might*. • Justify opinions using experiences, observations or evidence from texts. • Reflect on and improve ideas through discussion. **This might sound like:** "I know it is a triangle because it has three sides." "I think he felt worried because..." "Maybe this will happen next because..." "I chose that answer because..."	• Tell stories and recount experiences that are generally organised in the correct order. • Use language from stories within their own storytelling. • Demonstrate growing awareness of what the listener already knows. • Add information or clarification when needed. • Orally rehearse sentences before writing. • Improve and refine spoken sentences before recording them. • Use partner talk to develop and clarify ideas. • Orally compose a sequence of connected sentences. • Draw upon familiar story language and text patterns when creating narratives. • Use oral rehearsal to support writing across the curriculum. • Adapt and innovate familiar stories through storytelling, role play and Talk for Writing activities. **This might sound like:** "First..., then..., after that..., finally..." "I could change the ending so..." "Before I write it, I'm going to say it first." "The problem happened when..."	• Use expression, volume and pace appropriately when speaking. • Use voice and expression to maintain listener interest. • Demonstrate growing awareness of audience. • Explain information clearly enough for unfamiliar listeners to understand. • Monitor whether others can hear and understand them. • Begin to recognise the difference between informal conversation and more formal presentation. • Use increasingly accurate Standard English when presenting and explaining. • Begin to adapt language according to audience and purpose. • Demonstrate increasing confidence when speaking in front of larger groups. **This might sound like:** "Today we are going to tell you about..." "The most important thing I learned was..." "Can everybody hear me?" "Let me explain how we did it."