Literacy planning for Class 4

	Autumn		Spring		Summer	
Fiction	**Novels and stories by current authors** **- Book chosen by the children from a selection eg The Umbrella Mouse by Anna Fargher**	**Stories with historical settings** **- War Horse** **- The Somerset Tsunami**	**Stories set in imaginary worlds** **- The Hobbit** **- The Legend of Podkin One-Ear**	**Stories from Other Cultures** **- When the Mountains Roared** **- The Girl Who Stole an Elephant**	**Adventure Stories** **- The Polar Bear Explorer's Club** **- Brightstorm**	**Stories which raise issues and dilemmas** **- The Boy at the Back of the Class** **-The Explorer**
Non-Fiction	**Discussion text**		**Information texts** **Instructions** **Dragonology (SATs Revision Sessions)**		**Persuasive Writing**	
Poetry	**Creating images**		**Cinquains**		**Haikus**	

Author of the Term	Nizrana Farook M.G. Leonard & Sam Sedgeman	Jess Butterworth Kieran Larwood	Alex Bell Vashti Hardy

Shared Texts	Autumn		Spring		Summer	
	1	2	1	2	1	2
Fiction	The Ship of Shadows by Maria Kuzniar War Horse by Michael Morpurgo Tinsel by Sibéal Pounder The Dog that Saved Christmas by Nicola Davies & Mike Byrne	The Highland Falcon Thief by M.G. Leonard & Sam Sedgeman The Somerset Tsunami by Emma Carroll Skysong by Abi Elphinstone The Chocolate Tree by Linda Lowery & Janice Lee Porter	The Hobbit by J.R.R Tolkien The Hobbit: Graphic Novel When the Mountains Roared by Jess Butterworth	The Legend of Podkin One-Ear by Kieran Larwood The Girl Who Stole an Elephant by Nizrana Farook Armstrong: The Adventurous Journey of a Mouse to the Moon by Torben Kuhlmann	The Polar Bear Explorer's Club by Alex Bell The Boy at the Back of the Class by Onjali Q Rauf	Brightstorm by Vashti Hardy The Explorer by Katherine Rundell The Great Kapok Tree by Lynne Cherry
Non- Fiction	Shackleton's Journey by William Grill The Rhythm of the Rain by Grahame Baker-Smith The Skies Above My Eyes by Charlotte Guillain & Yuval Zommer	Illumanatomy by Ms. Kate Davies & Carnovsky	Atlas of Amazing Architecture by Peter Allen Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart Mountains of the World by Dieter Braun Dragonology by Dugald Steer	The Lost Book of Adventure by the unknown adventurer Curiosity: The Story of a Mars Rover by Markus Motum The Skies Above My Eyes by Charlotte Guillain & Yuval Zommer	Amazing Women of the Middle East by Wafa Tarnowska Amazing Muslims who Changed the World by Burhana Islam Africa Amazing Africa by Atinuke Malala's Magic Pencil by Malala Yousafzai	The Street Beneath My Feet by Chalotte Guillain & Yuval Zommer The Lost Book of Adventure by the unknown adventurer Rainforest by Elinor Greenwood

Poetry	Twas the Night Before Christmas – Clement Clarke Moore The Long Wait Christmas Poems	In Flanders Fields by John MaCrae We shall keep the Faith by Moina Michael For the Fallen by Laurence Binyon Christmas Poems Advent Calendar Christmas Carol Christmas Cards	Bright Bursts of Colour – Matt Goodfellow	Old Possums Book of Cats – T.S Elliot	Poems Aloud – Joseph Coelho	Wild World – Angela McAllister

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:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Adding suffixes beginning with vowel letters to words of more than one syllable forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener,

The /ɪ/ sound spelt y elsewhere than at the end of words myth, gym, Egypt, pyramid, mystery

The /ʌ/ sound spelt ou young, touch, double, trouble, country

More prefixes
dis–: disappoint, disagree, disobey

Writing - Transcription

Pupils should be taught to:

Spelling (see English Appendix 1)

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

inter–: interact, intercity, international, interrelated (inter + related)
super–: supermarket, superman, superstar
anti–: antiseptic, anti-clockwise, antisocial
auto–: autobiography, autograph **The suffix –ation** information, adoration, sensation, preparation, admiration
The suffix –ly sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically

Words with endings sounding like /ʒə/ or /tʃə/ measure, treasure, pleasure, enclosure, creature, furniture, picture, nature,

mis–:misbehave, mislead, misspell (mis + spell) **in–**: inactive, incorrect **il-**: illegal, illegible, **im-**: immature, immortal, impossible, impatient, imperfect **ir-**:irregular, irrelevant, irresponsible **re–**: redo, refresh, return, reappear, redecorate **sub–**: subdivide, subheading, submarine, submerge			adventure **Endings which sound like /ʒən/** division, invasion, confusion, decision, collision, television **The suffix –ous** poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous **Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian** invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician		
Word List – Year 3/4	busy/business	different	favourite	history imagine increase important interest island knowledge lea	medicine
accident(ally)	calendar	difficult	February		mention
actual(ly)	caught	disappear	forward(s)		minute
address	centre	early	fruit		natural
answer	century	earth	grammar		naughty
appear	certain	eight/eighth	group		notice
arrive	circle	enough	guard		occasion(ally)
believe	complete	exercise	guide		often
bicycle	consider	experience	heard		opposite
breath	continue	experiment	heart		ordinary
breathe	decide	extreme	height		particular
build	describe	famous			

				r n l e n g t h l i b r a r y m a t e r i a l	

Reading - Comprehension Pupils should be taught to:	Writing - Composition Pupils should be taught to:
develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning ▪ retrieve and record information from non-fiction ▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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 their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Writing - Transcription

Pupils should be taught to

Spelling (see English Appendix 1)

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation

Pupils should be taught to

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

APPENDIX 1 – Spelling - Year 5 and 6

Endings which sound like /ʃəs/ spelt –cious or –tious vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious

Endings which sound like /ʃəl/ official, special, artificial, partial, confidential, essential

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration),substance (substantial), innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), assistant, assistance, obedient, obedience, independent, independence

Words ending in –able and –ible Words ending in –ably and –ibly adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

Adding suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference

Use of the hyphen co-ordinate, re-enter, co-operate, co-own

Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling

Words containing the letter-string ough ought, bought, thought, nought, brought, fought, rough, tough, enough cough, though, although, dough through, thorough, borough, plough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) doubt, island, lamb, solemn, thistle, knight

Homophones and other words that are often confused advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther: further/father: a male parent, guessed: past tense of the verb *guess*/guest: visitor, heard: past tense of the verb *hear*/herd: a group of animals, led: past tense of the verb *lead*/lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*),morning: before noon/mourning: grieving for someone who has died, past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*)/passed: past tense of the verb 'pass' (e.g. *I passed him in the road*), precede: go in front of or before/proceed: go on, principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*)/principle: basic truth or belief, profit: money that is made in selling things/prophet: someone who foretells the future, stationary: not moving/stationery: paper, envelopes etc., steal: take something that does not belong to you/steel: metal, wary: cautious/ weary: tired,

who's: contraction of *who is* or *who has*/ whose: belonging to someone (e.g. *Whose jacket is that?*)

WORD LIST YEAR 5 AND 6	available average awkward	conscience* conscious* controversy	d e v	explanation familiar foreign	i m m	n e c	privilege profession programme	rhythm sacrifice secretary	symbol system temperature

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached	bargain bruise category cemetery committee communicate community competition	convenience correspond criticise (critic + ise) curiosity definite desperate determined	e l o p d i c t i o n a r y d i s a s t r o u s e m b a rr a s s e n v i r o n m e n t e q u i p (– p e d , – m e n t) e s p e c i a ll y	forty frequently government guarantee harass hindrance identity	e d i a t e (l y) i n d i v i d u a l i n t e r f e r e i n t e r r u p t l a n g u a g e l e i s u r e l i g h t i n g m a r	e s s a r y n e i g h b o u r n u i s a n c e o c c u p y o c c u r o p p o r t u n i t y p a r li a m e n t p e r s u a d e p h	pronunciation queue recognise recommend relevant restaurant rhyme	shoulder signature sincere(ly) soldier stomach sufficient suggest	thorough twelfth variety vegetable vehicle yacht

			exaggerate excellent existence		vellous mischievous muscle	ysical prejudice			

Reading - Comprehension

Pupils should be taught to

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing - Composition

Pupils should be taught to

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology

Consolidate Year 3 and Year 4 list **Introduce:** **Secure use of planning tools:** e.g. story map /story mountain /story grids /'Boxing-up' grids(Refer to Story Types grids) **Plan opening using:** Description /action **Paragraphs:** to organise each part of story to indicate a change in place or jump in time Use change of place, time and action to link ideas across paragraphs. Build in suspense writing tointroduce the dilemma **Developed 5 parts**	**Consolidate Year 3 and Year 4 list** **Introduce:** **Standard English for verb inflections instead oflocal spoken forms** **Relative clauses beginning with** *who, which, that, where, when, whose* or an omitted relative pronoun. **Long and short sentences:** **Long sentences** to enhance description orinformation **Short sentences** to move events on quickly e.g. *It was mid nigh t.It's grea t fun.* **Start with a simile** e.g. *As curved as a ball, the moon shone brightlyin the night sky. Like a wailing cat, the ambulance screameddown the road.*	**Consolidate Year 3 and Year 4list** **Introduce:** **Prepositions** *at underneathsince towards beneath beyond* **Conditionals** -*could, should, would* **Comparative** and **superlative** adjectives e.g. *small…smaller…smal lest good…better…best* **Proper nouns**-refers to a particular personor thing e.g. *Monday, Jessica, October, England* **The grammatical difference between plural** and **possessive** –s	**Consolidate Year 3 and Year 4list** **Introduce:** **Commas** to mark clauses and to mark off fronted adverbials **Full punctuation fordirect speech:** Each new speaker on a new line Comma between direct speech and reporting clause e.g.*"It's late," gasped Cinderella!* **Apostrophes** to mark singular and **plural possession** (e.g. *the girl's*	**<u>Consolidate</u>:** **Punctuation** • Finger spaces • **Letter** • **Word** • **Sentence** • **Statement** • **Question** • **Exclamation** • **Command** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** • **'Speech marks'** • **Direct speech** • **Inverted commas** • Bullet points • **Apostrophe contractions/possession** • **Commas for sentence of 3 – description, action** • Colon – instructions • **Parenthesis / bracket** **Singular/ plural** **Suffix/ Prefix Word family** **Consonant/Vowel**

to story **Introduction:** should include action/ description - character or setting **Build-up:** develop suspense techniques **Problem/ Dilemma:** may be more than one problem to be resolved **Resolution:** clear links with dilemma **Ending:** character could reflect on events, any changes or lessons Writing could start at any of the 5	**Secure use of simple / embellished simplesentences** **Secure use of compound sentences (Coordination**) using coordinating conjunction *and / or / but / so / for / nor / yet (coordinatingconjunctions)* **Develop complex sentences: (Subordination)** **Main and subordinate clauses** with range of subordinating conjunctions. **(See Connectives and Sentence Signposts doc.)** **-'ed' clauses as starters** e.g. *Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.* **Expanded –ed clauses as starters** e.g. *Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.*	Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*) **Metaphor** Developed use of **technical language** Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *– ate; –ise; – ify)* **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–)*	*name,the boys' boots)* as opposed to s to mark a plural **Rhetorical question** **Brackets/comm as for parenthesis** **Colons**	**Adjective / noun / noun phrase Verb / Adverb** Bossy verbs - **imperative** **Tense (past, present, future)** **Conjunction Preposition** **Determiner**/ generaliser **Pronoun – relative/possessive** **Clause** **Subordinate clause** Relative clause Relative pronoun *Coordinating conjunction* *Subordinating conjunction* **Adverbial** **Fronted adverbial** Alliteration Simile – 'as'/ 'like' Synonyms **<u>Introduce:</u>** • **Pronoun** • **Possessive pronoun** • **Adverbial** • **Fronted adverbial** • **Apostrophe – plural possession** • **Relative clause/ pronoun**

points. Clear distinction between resolution and ending. Endingshould include reflection on events or the characters. **Non-Fiction** **Secure use of planning tools:** Text map/ washing line/ 'Boxing–up' grid **Paragraphs** to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of	**Expanded -'ing' clauses as starters** e.g. *Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.* **Drop in –'ing' clause** e.g. *Jane, laughing at the teacher, fell off her chair. The tornedo, sweeping across the city, destroyed the houses.* **Sentence of 3 for action** e.g. *Sam rushed down the road, jumped on the bus and sank into his seat.* *The Romans enjoyed food, loved marching but hated the weather.* **Sentence reshaping techniques** e.g. lengthening or shortening sentence for meaning and /or effect **Use of rhetorical questions** **Dialogue** - verb + adverb - *"Hello," she whispered, shyly.*			• **Modal verb** • **Parenthesis** • **Bracket** • **Determiner** • **Cohesion** • Metaphor • Rhetorical question

connectives. Use of bullet points, diagrams **Secure use of paragraphs:** Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader	**Stage directions in speech** (speech + verb + action) e.g. *"Stop!" he shouted, picking up the stick and running after the thief.* *Appropriate choice of **pronoun** or **noun** within a**sentence** to avoid ambiguity and repetition* **Indicating degrees of possibility using modal verbs *(e.g. might, should, will, must) or adverbs (perhaps, surely)***			

Structure: **Introduction** **Middle section(s) Ending** Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader ***Appropriate choice of pronoun or noun across sentences to aid cohesion***				

Oracy

Beginning of LKS2	End of LKS2
Justifying opinions	Evaluating viewpoints
Responding to others' ideas	Building upon and challenging ideas respectfully
Retelling and explaining	Organising and refining spoken compositions
Contributing to discussion	Helping sustain productive discussion
Using ambitious vocabulary with support	Selecting vocabulary deliberately and precisely
Presenting within familiar situations	Presenting confidently to different audiences
Explaining thinking	Evaluating and refining thinking
Considering the listener occasionally	Adapting communication for audience and purpose
Oral rehearsal of sentences	Oral rehearsal of paragraphs and extended compositions

Listening and Understanding	Language and vocabulary	Discussion and Collaboration
By the end of Lower Key Stage 2, pupils should be able to listen attentively to increasingly complex spoken language and demonstrate understanding through thoughtful responses and discussion. Pupils typically: • Listen attentively during extended discussions and learning activities. • Identify important information and key messages when listening. • Respond appropriately to different viewpoints. • Recognise when additional information or clarification is needed.	**By the end of Lower Key Stage 2, pupils should be able to communicate clearly and precisely using an increasingly sophisticated vocabulary and a growing command of Standard English.** Pupils typically: • Use ambitious vocabulary appropriately in discussion and learning. • Select subject-specific vocabulary across the curriculum. • Explain ideas using increasingly detailed and precise language.	**By the end of Lower Key Stage 2, pupils should be able to contribute confidently to discussions and collaborate effectively with increasing independence.** Pupils typically: • Contribute appropriately to discussion. • Listen carefully to a range of viewpoints. • Build upon and develop the ideas of others. • Ask questions that deepen discussion and understanding.

• Listen critically and identify relevant information. • Begin to infer meaning that is not directly stated. • Demonstrate understanding through questions, comments and discussion. • Sustain attention when listening to presentations, discussions and information over extended periods. • Recognise when information is unclear and ask specific questions for clarification. • Listen effectively in a range of contexts and with a variety of speakers. **This might sound like:** "So the important point is that..." "Do you mean...?" "I'm not sure I understand what you mean by..." "I think she felt worried even though she didn't actually say it."	• Adapt language according to audience and purpose. • Use a wider range of sentence structures when speaking. • Explain and define unfamiliar vocabulary. • Discuss vocabulary choices and their effect. • Use increasingly consistent Standard English in formal situations. • Explore and discuss vocabulary choices made by others. • Use a growing range of verbs and descriptive language to communicate accurately. **This might sound like:** "The evidence suggests..." "I think 'cautious' is a better word because..." "The evaporation happened because..." "A more precise word would be..."	• Remain focused on agreed purposes and topics. • Recognise that different viewpoints may have value. • Explain and justify their contributions. • Help maintain productive discussion within groups. • Demonstrate increasing independence when solving problems collaboratively. • Begin to challenge ideas respectfully. • Keep discussions going through relevant comments and questions. • Show increasing awareness that different people may need different amounts of information. • Adapt explanations according to what the listener already knows. • Notice when someone has not understood and attempt to clarify their meaning. • Demonstrate growing awareness of conversational rules and group dynamics. **This might sound like:** "Could we combine those ideas?" "I understand your point, but..." "What evidence do we have for that?" "Let's hear what everyone thinks." "Let me explain that another way."

Reasoning and Thinking Through Talk	Storytelling and Oral Composition	Presentation and Leadership Communication
By the end of Lower Key Stage 2, pupils should be able to use spoken language to explain, justify, predict, speculate and evaluate ideas. Pupils typically: • Explain their thinking clearly and logically. • Justify opinions using reasons and evidence. • Predict outcomes and explain their reasoning. • Ask thoughtful questions that deepen understanding. • Compare ideas and viewpoints. • Use spoken language to solve problems and make decisions. • Speculate about possible outcomes and alternatives. • Explain cause and effect relationships. • Reflect upon and refine ideas following discussion. • Evaluate the strengths of different ideas and approaches. • Explain why they agree or disagree with the ideas of others. **This might sound like:** "I think that solution would work because..." "Another possibility could be..." "The evidence supports..." "That might happen if..."	**By the end of Lower Key Stage 2, pupils should be able to orally compose, organise and communicate increasingly detailed narratives, explanations and information.** Pupils typically: • Retell stories accurately with appropriate detail. • Structure spoken narratives coherently. • Explain events and processes clearly. • Use vocabulary and language patterns encountered through reading. • Develop characters, settings and events within oral storytelling. • Orally compose and organise paragraphs before recording ideas. • Use discussion and partner talk to refine spoken compositions. • Draw upon familiar text structures when creating spoken compositions. • Organise spoken narratives with a clear beginning, development and ending. • Adapt the amount of detail provided according to audience and purpose. • Explain experiences and events in a way that makes sense to the listener. • Refine vocabulary and language choices through oral rehearsal before writing. • Discuss and evaluate language choices before recording ideas.	**By the end of Lower Key Stage 2, pupils should be able to present information and ideas clearly to a range of audiences, demonstrating increasing awareness of audience and purpose.** Pupils typically: • Speak clearly, audibly and with growing confidence in front of others. • Present information and ideas in an organised way. • Participate in performances and presentations. • Use expression, pace and volume appropriately. • Monitor and maintain audience interest when presenting. • Adapt language and delivery for different audiences. • Explain information clearly enough for unfamiliar audiences. • Take responsibility within collaborative presentations and performances. • Begin to represent the views and ideas of others appropriately.

	This might sound like: "The character changed because..." "My opening paragraph could begin..." "First I need to explain..." "I could improve that by..."	• Use expression and intonation to support meaning. • Begin to distinguish between formal and informal communication situations. • Use increasingly consistent Standard English when presenting and explaining. **This might sound like:** "Today we are presenting..." "Our group decided..." "The most important point is..." "Can everybody see the diagram?" "I'll explain that more clearly."