

## Year 4 English Map

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus text	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• <b>RWI focus- chn assessed on appropriate level</b></li> <li>• Lost or Stolen? By Narinder Dhama (dilemma story)</li> <li>• Gadget Magic</li> <li>• The Greatest Gadget of Them All? (information texts)</li> <li>•</li> </ul>	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• <b>RWI focus- chn assessed on appropriate level</b></li> <li>• The Balloons by Oscar Wilde</li> <li>• At the End of a School Day by Wes Magee (poetry)</li> <li>• Your Alien Experiences</li> <li>• The Daily Blab (journalistic recount)</li> </ul>	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• <b>RWI focus- chn assessed on appropriate level</b></li> <li>• The Bogeymen and the Trolls Next Door by Kaye Umansky (narrative)</li> <li>• The Stellar Stage School</li> <li>• How the Voice Works (explanation texts)</li> </ul>	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• <b>RWI focus- chn assessed on appropriate level</b></li> <li>• The Fly and the Fool by Lou Kuenzler (playscript)</li> <li>• Junior Detective (evaluating evidence)</li> <li>•</li> </ul>	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• <b>RWI focus- chn assessed on appropriate level</b></li> <li>• Runaways by Jim Eldridge (historical story)</li> <li>• London Herald (newspaper report)</li> </ul>	<p><b>Focus texts:</b></p> <ul style="list-style-type: none"> <li>• <b>RWI focus- chn assessed on appropriate level</b></li> <li>• Sugarcane Juice by Pratima Mitchell (story from an other culture)</li> <li>• VIPER! (Persuasive writing)</li> </ul>
	<p><b>Reading Objectives</b></p> <p><b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</p>	<p><b>Reading Objectives</b></p> <p><b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</p>	<p><b>Reading Objectives</b></p> <p><b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</p>	<p><b>Reading Objectives</b></p> <p><b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</p>	<p><b>Reading Objectives</b></p> <p><b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception</p>	<p><b>Reading Objectives</b></p> <p><b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</p>

	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>Comprehension</b> <i>develop positive attitudes to reading, and an understanding of what they read,</i> *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 discussing words and phrases that capture the reader's interest and imagination <i>understand what they read, in books they can read independently, by:</i> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>Comprehension</b> <i>develop positive attitudes to reading, and an understanding of what they read,</i> 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 identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>Comprehension</b> <i>develop positive attitudes to reading, and an understanding of what they read,</i> 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 identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination <i>understand what they read, in books they can read independently, by:</i> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>Comprehension</b> <i>develop positive attitudes to reading, and an understanding of what they read,</i> 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 identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>Comprehension</b> <i>develop positive attitudes to reading, and an understanding of what they read,</i> 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 identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination <i>understand what they read, in books they can read independently, by:</i> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>Comprehension</b> <i>develop positive attitudes to reading, and an understanding of what they read,</i> 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, 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	<p>words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>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</p>	<p>different forms of poetry [for example, free verse, narrative poetry]</p> <p><i>understand what they read, in books they can read independently, by:</i></p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>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</p>	<p>their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>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</p>	<p><i>understand what they read, in books they can read independently, by:</i></p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>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</p>	<p>improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>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</p>	<p>intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><i>understand what they read, in books they can read independently, by:</i></p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences [such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those</p>
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		others say				they can read for themselves, taking turns and listening to what others say
SPAG focus	<p><b><u>SPAG focus/Objectives</u></b>  <b><i>Singular/ plural nouns</i></b>  <b><i>Pronouns</i></b>  <b><i>Inverted commas</i></b>  <b><i>Standard English</i></b>  <b><i>Prefixes, Suffixes</i></b>  <b><i>Compound words</i></b>  <b><i>Adverbs for time / cause</i></b></p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in <a href="#">English appendix</a></p>	<p><b><u>SPAG focus/Objectives</u></b>  <b><i>Paragraphs</i></b>  <b><i>Homophones</i></b>  <b><i>Fronted adverbials</i></b>  <b><i>Errors in spelling</i></b>  <b><i>Possessive Pronouns</i></b>  <b><i>Prepositions - time/cause</i></b>  <b><i>Plurals – possessive e</i></b>  <b><i>commas.</i></b></p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using fronted adverbials</p>	<p><b><u>SPAG focus/Objectives</u></b>  <b><i>Adverbials and fronted adverbials (with commas)</i></b>  <b><i>Homophones</i></b>  <b><i>Expanded noun phrases</i></b>  <b><i>Adjectives</i></b></p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and</p>	<p><b><u>SPAG focus/Objectives</u></b>  <b><i>Plurals</i></b>  <b><i>Possession</i></b>  <b><i>Apostrophes</i></b>  <b><i>Possessive apostrophe</i></b>  <b><i>Determiners</i></b>  <b><i>Word Families</i></b>  <b><i>Verb tenses - the present</i></b></p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using the present perfect form of verbs in contrast</p>	<p><b><u>SPAG focus/Objectives</u></b>  <b><i>Verb Inflections</i></b>  <b><i>Standard English</i></b>  <b><i>Noun phrases with modifying adjectives</i></b>  <b><i>Conjunctions- time/ cause</i></b>  <b><i>Suffixes</i></b>  <b><i>Possessive apostrophe</i></b>  <b><i>Paragraphs</i></b></p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or</p>	<p><b><u>SPAG focus/Objectives</u></b>  <b><i>Verb Tenses - Past</i></b>  <b><i>Nouns and pronouns</i></b>  <b><i>Prefixes</i></b>  <b><i>Plural possessive apostrophe</i></b>  <b><i>Subordinate clauses</i></b>  <b><i>Organisational devices</i></b></p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or</p>

	<p>2 accurately and appropriately when discussing their writing and reading</p>	<p>using commas after fronted adverbials</p> <p>use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading</p>	<p>appropriately when discussing their writing and reading</p>	<p>to the past tense</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading</p>	<p>2 accurately and appropriately when discussing their writing and reading</p>	<p>pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading</p>
<p>Big Write and genre</p>	<p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> <li>• Story -</li> <li>• Information Text</li> </ul> <p><u>*Extra topic-based big write in topic/RE/science book</u></p> <p>Information text in RE</p> <p>Information text</p> <p>Geography / History</p>	<p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> <li>• Poems</li> <li>• Journalistic- News report</li> </ul> <p><u>Extra topic-based big write in topic/RE/science book</u></p> <p>Digestion Poem</p> <p>Science</p> <p>News Report in History- on new King Athelstan</p> <p>Alfred the great</p>	<p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> <li>• Narrative poem</li> <li>• Explanation text</li> </ul> <p><u>Extra topic-based big write in topic/RE/science book</u></p> <p>Explanation text about the water cycle in geography</p> <p>Narrative verse in RE</p>	<p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> <li>• Playscript</li> <li>• Non chronological report</li> </ul> <p><u>Extra topic-based big write in topic/RE/science book</u></p> <p>Playscript for news report related to Science</p>	<p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> <li>• Story set in the past</li> <li>• Newspaper report</li> </ul> <p><u>Extra topic-based big write in topic/RE/science book</u></p> <p>Story in RE</p> <p>News report History- Discovery of Tutankhamen</p>	<p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> <li>• Story from another culture</li> <li>• Persuasive text</li> </ul> <p><u>Extra topic-based big write in topic/RE/science book</u></p> <p>Story in RE</p> <p>Persuasive poster in Science</p>



	<p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></p> <p>organising 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<p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
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<b>Speaking and Listening objectives</b>	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p>	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role</p>	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play/improvisations and</p>	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role</p>	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role</p>	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role</p>

	<p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>	<p>play/improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>	<p>debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>	<p>play/improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>	<p>play/improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>	<p>play/improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>
<b>Class Author</b>	<b>Dick King Smith</b>	<b>John Agard</b>	<b>Cressida Cowell</b>	<b>Cressida Cowell</b>	<b>David Walliams</b>	<b>David Walliams</b>
<b>Hand Writing</b>	<p>Pupils should be taught to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Pupils should be taught to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do</p>	<p>Pupils should be taught to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Pupils should be taught to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do</p>	<p>Pupils should be taught to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do</p>	<p>Pupils should be taught to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>

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