

Year 3 English Map

| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Focus text | <p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Traditional tales (Fiction) A to Z Holiday Guide (Non-fictions) Non-Chronological report. | <p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Sand Wizards by Jon Blake Poetry – weather Instructions (Non-fictions) – How to make a One-String Guitar Persuasive writing – letter to Santa | <p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Smash and Grab by John Dougherty Poetry – the Water Cycle by Andrew Fusek Peters A Tale of two Robots by Roy Apps | <p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Non-Chronological report – Volcanoes Folk Tales – The Enchantress of the Sands by Jamila Gavin | <p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Stories from another culture Poetry – Animals A Tune of Lies by Lou Kuenzler Persuasive writing- Invaders and settlers | <p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Biographies – Boudicca Myths and legends – Romulus and Remus Autobiographies Out of India by Jamila Gavin |
| | <p>Reading Objectives</p> <p>Word Reading</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words 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. <p>Comprehension</p> <ul style="list-style-type: none"> listening to and discussing a wide range of | <p>Reading Objectives</p> <p>Word Reading</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words 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. <p>Comprehension</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, | <p>Reading Objectives</p> <p>Word Reading</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words 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 | <p>Reading Objectives</p> <p>Word Reading</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words 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 | <p>Reading Objectives</p> <p>Word Reading</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words 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 | <p>Reading Objectives</p> <p>Word Reading</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words 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. <p>Comprehension</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, plays, non-fiction and |

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| | <p>fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • 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 • 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 • identifying main ideas drawn from more than one paragraph and summarising these • 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. • identifying how language, structure, and presentation contribute to meaning | <p>poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • 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 • 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] • 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 • identifying main ideas drawn from more than one paragraph and summarising these • 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. • drawing inferences such as inferring characters' | <p>word.</p> <p>Comprehension</p> <ul style="list-style-type: none"> • 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 • 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] • identifying themes and conventions in a wide range of books • 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, | <p>word.</p> <p>Comprehension</p> <ul style="list-style-type: none"> • 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 • 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 • identifying main ideas drawn from more than one paragraph and summarising these • 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. • drawing inferences such as inferring characters' feelings, thoughts and motives | <p>word.</p> <p>Comprehension</p> <ul style="list-style-type: none"> • 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 • 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] • identifying themes and conventions in a wide range of books • 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, | <p>reference books or textbooks</p> <ul style="list-style-type: none"> • 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 • 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 • identifying main ideas drawn from more than one paragraph and summarising these • 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. • 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 how language, structure, and presentation contribute to meaning |
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| | | <p>feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • identifying how language, structure, and presentation contribute to meaning | <p>thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • identifying how language, structure, and presentation contribute to meaning | <p>from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • identifying how language, structure, and presentation contribute to meaning | <p>thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • identifying how language, structure, and presentation contribute to meaning | |
| SPAG focus | <p><u>SPAG focus/Objectives</u></p> <p>Headings, sub-headings, paragraphs, facts and information, adjectives, questions, statements and commands.</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • indicating possession by using the possessive apostrophe with plural nouns • learning the grammar for years 3 and 4 in English Appendix 2 • using conjunctions, | <p><u>SPAG focus/Objectives</u></p> <p>Inverted commas, adjectives, adverbs, conjunctions, punctuation, narrative, character, setting and plot, stanzas, adjectives, adverbs, homophones, pronouns Imperative verbs, time adverbials, chronological order, bullet points, expanded noun phrases, persuasive language</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • using and punctuating direct speech • using fronted adverbials • using commas after | <p><u>SPAG focus/Objectives</u></p> <p>Inverted commas, adjectives, adverbs, conjunctions, punctuation, narrative, character, setting and plot, Imperative verbs, time adverbials, chronological order, bullet points, expanded noun phrases, similes, metaphors, expanded noun phrases, alliterations, rhyming words</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • using and punctuating direct speech | <p><u>SPAG focus/Objectives</u></p> <p>Headings, sub-headings, paragraphs, facts and information, adjectives questions, statements and commands, adjectives, adverbs, animals with human characteristics, morals/lessons, linked to traditional tales</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • using and punctuating direct speech • using fronted adverbials • using commas after fronted adverbials | <p><u>SPAG focus/Objectives</u></p> <p>Personification, adjectives, adverbs, play script presentation, colons, stage directions, narrative, character, setting and plot</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • using and punctuating direct speech • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • learning the grammar for years 3 and 4 in English Appendix 2 | <p><u>SPAG focus/Objectives</u></p> <p>Heading, sub-headings, paragraphs, facts and information, questions, statements, commands, narrative, character, setting and plot, chronological order, paragraphs</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • using and punctuating direct speech • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • indicating possession by using the possessive apostrophe with plural nouns • learning the grammar for |

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| | <p>adverbs and prepositions to express time and cause</p> | <p>fronted adverbials</p> <ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • learning the grammar for years 3 and 4 in English Appendix 2 • using conjunctions, adverbs and prepositions to express time and cause | <ul style="list-style-type: none"> • using fronted adverbials • using commas after fronted adverbials • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • learning the grammar for years 3 and 4 in English Appendix 2 • using conjunctions, adverbs and prepositions to express time and cause | <ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • learning the grammar for years 3 and 4 in English Appendix 2 • using conjunctions, adverbs and prepositions to express time and cause | <ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause | <p>years 3 and 4 in English Appendix 2</p> <ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause |
| Big Write and genre | <p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> • Summer holiday recount. • Traditional Tale <p><u>Extra topic-based big write in topic/RE/science book</u></p> <ul style="list-style-type: none"> • Non-chronological report (The Stone Age) | <p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> • Fiction story (Friendship) • Poetry (weather) <p><u>Extra topic-based big write in topic/RE/science book</u></p> <ul style="list-style-type: none"> • Instructions (D&T project) | <p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> • Fiction story (mystery) • Fiction story (sci-fi) <p><u>Extra topic-based big write in topic/RE/science book</u></p> <ul style="list-style-type: none"> • Poetry (Rocks topic) | <p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> • Fiction story (Folk tale) <p><u>Extra topic-based big write in topic/RE/science book</u></p> <ul style="list-style-type: none"> • Non-Chronological report (volcanoes) | <p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> • Play script <ul style="list-style-type: none"> • Poetry (Animals) <p><u>Extra topic-based big write in topic/RE/science book</u></p> <ul style="list-style-type: none"> • Persuasive writing (Invaders and settlers) | <p><u>Genres/ Big Writes:</u></p> <ul style="list-style-type: none"> • Myths and legends (Romulus and Remus) • Autobiographies <p><u>Extra topic-based big write in topic/RE/science book</u></p> <ul style="list-style-type: none"> • Biographies(Boudicca) |
| | <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • 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 diagonal and horizontal strokes that are needed to join letters and | <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined • use the first two or three letters of a word to check its spelling in a dictionary | <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined • use the first two or three letters of a word | <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so | <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so | <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • increase the legibility, consistency and quality of their handwriting [for |
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| | <p>understand which letters, when adjacent to one another, are best left not joined</p> <ul style="list-style-type: none"> • 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. • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell words that are often misspelt (English Appendix 1) • spell further homophones • 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 • in narratives, creating settings, characters and plot • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • assessing the effectiveness of their own | <ul style="list-style-type: none"> 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writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the | <p>to check its spelling in a dictionary</p> <ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell words that are often misspelt (English Appendix 1) • 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 • in narratives, creating settings, characters and plot • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • 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 | <p>that the ascenders and descenders of letters do not touch].</p> <ul style="list-style-type: none"> • 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. • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell words that are often misspelt (English Appendix 1) • 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 • organising paragraphs around a theme • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • in narratives, creating settings, characters and plot • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an | <p>that the ascenders and descenders of letters do not touch].</p> <ul style="list-style-type: none"> • 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. • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell words that are often misspelt (English Appendix 1) • discussing and recording ideas • in narratives, creating settings, characters and plot • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • 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 | <p>example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <ul style="list-style-type: none"> • 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. • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell words that are often misspelt (English Appendix 1) • 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 • organising paragraphs around a theme • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • in narratives, creating settings, characters and plot • composing and 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| | <p>and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors | <p>meaning is clear.</p> | <p>pronouns in sentences</p> <ul style="list-style-type: none"> • 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. | <p>increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. | <p>improvements</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors |
| <p>Speaking and Listening objectives</p> | <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • listen and respond appropriately to adults and their peers • select and use appropriate registers for effective communication. • 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 | <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • listen and respond appropriately to adults and their peers • select and use appropriate registers for effective communication. • consider and evaluate different viewpoints, attending to and building on the contributions of others • participate in discussions, presentations, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and | <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • listen and respond appropriately to adults and their peers • select and use appropriate registers for effective communication. • 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 | <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • listen and respond appropriately to adults and their peers • select and use appropriate registers for effective communication. • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • 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 | <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • listen and respond appropriately to adults and their peers • select and use appropriate registers for effective communication. • consider and evaluate different viewpoints, attending to and building on the contributions of others • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their | <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • listen and respond appropriately to adults and their peers • select and use appropriate registers for effective communication. • consider and evaluate different viewpoints, attending to and building on the contributions of others • 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 |

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| | <ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | <p>opinions</p> <ul style="list-style-type: none"> • 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 | <p>on topic and initiating and responding to comments</p> <ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | <p>descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <ul style="list-style-type: none"> • 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 | <p>vocabulary</p> <ul style="list-style-type: none"> • 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 | <p>comments</p> <ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas |
| Class Author | Anne Fine | Jon Steptoe | Michael Bond | Michael Bond | Benji Davies | Benji Davies |