

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Discuss the significance of the title and events</p>	<p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.</p>	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>
<p>Recite some poems and rhymes by heart.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.</p>	<p>Prepare 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.</p>
	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Discuss words and increasingly complex phrases that capture the reader's interest and imagination.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.</p>
<p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p>	<p>Discuss his/her favourite words and phrases.</p>	<p>Ask questions to improve his/her understanding of a text.</p>	<p>Ask reasoned questions to improve his/her understanding of a text.</p>	<p>Ask questions to improve his/her understanding.</p>	<p>Ask specific reasoned questions to improve his/her understanding.</p>
<p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>Answer and ask questions.</p>	<p>Participate in discussion about books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</p>	<p>Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing with reasoning.</p>
<p>Say out loud what he/she is going to write about.</p>	<p>Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures with reference to English Appendix 2.</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures with reference to English Appendix 2.</p>	<p>Participate in discussions about books that are read to him/her and those that can be read for himself/ herself, building on his/her own and others' ideas and challenging views courteously.</p>	<p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.</p>
<p>Compose a sentence orally before writing it.</p>	<p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.</p>	<p>Read aloud his/her own writing using appropriate intonation and controlling tone and volume so that the meaning is clear.</p>	<p>Read aloud his/her 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>	<p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	<p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.</p>
<p>Discuss what he/she has written with the teacher or other pupils.</p>	<p>Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about.</p>	<p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p>	<p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p>	<p>Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p>	<p>Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.</p>

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Read aloud his/her writing clearly enough to be heard by the group and the teacher.		Describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle.	Describe movements between positions as translations of a given unit to the left/right and up/down.	Pronounce mathematical vocabulary correctly.	Pronounce mathematical vocabulary correctly and confidently.
Recognise and use language relating to dates, including days of the week, weeks, months and years.		Ask relevant questions and use different types of scientific enquiries to answer them.	Ask relevant questions with reasoning and use different types of scientific enquiries to answer them.	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	Use the whole number system, including saying, reading and writing numbers accurately.
Use the language of time (including telling the time throughout the day first using o'clock and then half past).		Make a spoken report on findings from scientific enquiries.	Make a clear and reasoned report on findings from scientific enquiries.	Use and understand the terms factor, multiple and prime, square and cube numbers.	Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.
Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.		Use relevant scientific language to discuss his/her ideas and communicate findings in ways that are appropriate for different audiences.	Use relevant scientific language to discuss his/her ideas with reasoning and communicate findings in ways that are appropriate for different audiences.	Identify, describe, and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	Describe positions on the full coordinate grid (all four quadrants).
Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.				Report and present findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	Report and present findings and evidence from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language).					