



Pathways to Write

Reading and Spoken Language Links

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	The gingerbread man by Mara Alperin Outcome - Oral retelling & draw images, write labels	Animals/dinosaurs I'm going to eat this ant by Chris Naylor-Ballesteros Outcome - A list of food items	Naughty Bus by Jan Oke Outcome - Recount of where Naughty Bus has been	The Journey Home by Emma Levey Outcome - Retell/rewrite of the story	Silly Doggy by Adam Stower Outcome - Retell/rewrite of the story	Supertato by Sue Hendra Outcome - A wanted poster with a character description
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers Outcome - Fiction: story based on the structure of the text	Nibbles by Emma Yarlett Outcome - Recount: diary	Lion Inside by Rachel Bright Outcome - Fiction: story based on the structure of the text	The curious case of the missing mammoth by Ellie Hattie Outcome - Fiction: story based on the structure of the text	Toys in Space by Mini Grey Outcome - Fiction: story based on the structure of the text	Goldilocks and Just the one bear by Leigh Hodgkinson Outcome - Fiction: story based on the structure of the text
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson Outcome - Fiction: focus on characters	The Owl who was afraid of the dark by Jill Tomlinson Outcome - Non-chronological report	Dragon Machine by Helen Ward Outcome - Fiction: adventure focus	Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry	The Last Wolf by Mini Grey Outcome - Letter: letter in role	Grandad's Secret Giant by David Litchfield Outcome - Fiction: moral focus
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman Outcome - Recount: letter in role	Winter's Child by Graham Baker-Smith Outcome - Fiction: fantasy	Big blue whale by Nicola Davies Outcome - Persuasion: leaflet	Escape from Pompeii by Christina Balit Outcome - Fiction: historical narrative	Snow Dragon by Vivian French / Stone Age Boy by Satoshi Kitamura Outcome - Non-chronological report	Journey by Aaron Becker Outcome - Fiction: adventure story
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne Outcome - Fiction: fantasy story	Leon and the place between by Graham Baker-Smith Outcome - Recount: diary	Zeraffa Giraffa by Dianne Hofmeyr Outcome - Persuasion: leaflet	When the Giant stirred by Celia Godkin Outcome - Fiction: adventure story from POV of the boy	Where the Forest Meets the Sea by Jeannie Baker / Rainforests in 30 seconds by Jen Green Outcome - Information board	Blue John by Berlie Doherty Outcome - Letters & Explanation
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diaries	The Lost Happy Endings by Carol Ann Duffy Outcome - Fiction: traditional tale	The Hunter by Paul Geraghty Outcome - Fiction: journey story	The Darkest Dark by Chris Hadfield Outcome - Recount: biography	The Paperbag Prince by Colin Thompson Outcome - Persuasion/ information: Hybrid leaflet	Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Hope, Star of Fear by Jo Hoestlandt Outcome - Flashback story & Information text	Can we save the tiger? by Martin Jenkins Outcome - Hybrid text - information and explanation	Selfish Giant by Oscar Wilde and Ritva Voutila Outcome - Classic fiction & Explanation	Jemmy Button by Alix Barzelay The Island by Jason Chin Outcome - Journalistic & Discussion	Manfish by Jennifer Berne Outcome - Narrative & Biography	Sky Chasers by Emma Carroll Outcome - Narrative & Autobiography
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

EYFS	<p>The gingerbread man by Mara Alperin Biscuit bear by Mini Grey Rosie's Walk by Pat Hutchins A great big cuddle by Michael Rosen</p>	<p>I'm going to eat this ant by Chris Naylor-Ballesteros Flashlight by Lizi Boyd Guess who's in the trees by Camilla Bedoyere A great big cuddle by Michael Rosen</p>	<p>Naughty Bus by Jan Oke On the road with Mavis and Marge by Niamh Sharkey You can't take an elephant on the bus by Patricia Cleveland Peck The train ride by June Crebbin</p>	<p>The Journey Home by Emma Levey Hattie Peck by Emma Levey Home by Carson Ellis The way back home by Oliver Jeffers</p>	<p>Silly Doggy by Adam Stower A great big cuddle by Michael Rosen Naughty Kitty by Adam Stower Hairy Maclary by Linley Dodd</p>	<p>Supertato by Sue Hendra Even superheroes have bad days by Shelley Becker Super duck by Jez Alborough Supertato series</p>
	Development matters 40-60 months	Development matters 40-60 months	Development matters 40-60 months/ELG	ELG	ELG	ELG – supporting transition into Year 1
	<p>Reading Hear and say initial sound in words Link sounds to letters Use vocabulary and forms of speech that are increasingly influenced by experiences of books</p>	<p>Reading Hear and say the initial sound in words Segment the sounds in simple words and blend them together Link sounds to letters Begin to read words Enjoy an increasing range of books</p>	<p>Reading Begin to read simple sentences Know the sounds for all the letters of the alphabet <i>Know the sounds of some digraphs</i></p>	<p>Reading Use phonic knowledge to decode regular words and read them aloud accurately Read and understand simple sentences Demonstrate understanding when talking to others about what has been read to them</p>	<p>Reading Demonstrate understanding when talking to others about what they have read Read some common irregular words Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately <i>Read words with adjacent consonants</i></p>	<p>Reading Read own written simple sentences out loud Read and understand simple sentences with all taught graphemes <i>Read words with adjacent consonants</i></p>
	<p>Communication & Language Use language to imagine and recreate roles and experiences in play Introduce a storyline or narrative into play Extend vocabulary, exploring the meaning and sounds of new words Listen and respond to ideas expressed by others in conversation or discussion</p>	<p>Communication & Language Use language to imagine and recreate roles and experiences in play situations Introduce a storyline or narrative into play Explore the meaning and sounds of new words Listen and respond to ideas expressed by others in conversation or discussion</p>	<p>Communication & Language Maintain attention, concentrates and sit quietly during appropriate activity Answer how and why questions in response to stories Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Listen and respond to ideas expressed by others in conversation or discussion Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>Communication & Language Develop narratives and explanations by connecting ideas or event. Listen to stories, responding with relevant comments, questions or actions Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>Communication & Language Develop narratives and explanations by connecting ideas or events Answer how and why questions in response to stories Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>Communication & Language Express themselves effectively when speaking Develop narratives and explanations by connecting ideas or events Answer how and why questions in response to stories Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</p>

1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Lost and Found by Oliver Jeffers Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson</p>	<p>Nibbles by Emma Yarlett Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak</p>	<p>The Lion Inside by Rachel Bright How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr</p>	<p>The Curious Case of the Missing Mammoth by Ellie Hattie Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly mammoth by Michelle Robinson and Kate Hindley</p>	<p>Toys in Space by Mini Grey Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan</p>	<p>Goldilocks and just the one bear by Leigh Hodgkinson Old bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Smallman</p>
	<p>Reading Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion Retell stories and consider their particular characteristics</p>	<p>Reading Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics</p>	<p>Reading Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Discuss title and events Link what is read or heard to own experiences Retell stories and consider their particular characteristics Participate in discussion Explain clearly understanding of what is read Discuss word meanings, linking new meanings to those already known</p>	<p>Reading Predict what might happen on the basis of what has been read so far Check that the text makes sense Make inferences on the basis of what is being said and done Draw on what they already know Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Retell stories and consider their particular characteristics</p>	<p>Reading Discuss word meanings, linking new meanings to those already known Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion Explain clearly understanding of what is read Learn to appreciate rhymes and poems and learn some by heart</p>	<p>Reading Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion Become familiar with key stories and retell stories and consider their particular characteristics</p>
	<p>Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives</p>	<p>Spoken Language Articulate and justify answer Ask relevant questions Build vocabulary Use spoken language: speculating, imagining and exploring ideas</p>	<p>Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Articulate and justify answers</p>	<p>Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates</p>

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald</p>	<p>The Owl who was afraid of the dark by Jill Tomlinson (picture book) The Owl who was afraid of the dark by Jill Tomlinson (chapter book)</p>	<p>Dragon Machine by Helen Ward The Dragonsitter series by Josh Lacey</p>	<p>Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton</p>	<p>The Last Wolf by Mini Grey Fantastic Mr.Fox by Roald Dahl</p>	<p>Grandad’s Secret Giant by David Litchfield The BFG by Roald Dahl</p>
	<p>Reading Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material</p>	<p>Reading Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done Answer and ask questions Draw on what is already known or on background information and vocabulary provided by the teacher Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material</p>	<p>Reading Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far Check the text makes sense</p>	<p>Reading Read non-fiction books that are structured in different ways Discuss and clarify the meaning of words Answer and ask questions Predict what might happen on the basis of what has been read so far Explain and discuss their understanding of books, poems and other material</p>	<p>Reading Become familiar with and re-tell a wider range of traditional tales Draw on what is already known and on background information and vocabulary provided by the teacher Recognise simple recurring literary language Predict what might happen on the basis of what has been read so far Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently</p>	<p>Reading Discuss the sequence of events in books and how items of information are related. Make inferences on the basis of what is being said and done Ask and answer questions Predict what might happen on the basis of what has been read so far. Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently.</p>
<p>Spoken Language Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Build vocabulary</p>	<p>Spoken Language Listen and respond Maintain attention and participate actively in collaborative conversations Build vocabulary</p>	<p>Spoken Language Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Build vocabulary</p>	<p>Spoken Language Ask relevant questions Participate in discussions, presentations, performances, role-play, improvisations and debates Listen and respond Build vocabulary</p>	<p>Spoken Language Articulate and justify answers Speak audibly and fluently Maintain attention and participate in collaborative conversations Participate in discussions, presentations, performances, role-play, improvisations and debates</p>	<p>Spoken Language Give well-structured descriptions, explanations and narratives Listen and respond Ask relevant questions Participate in discussions, presentations, performances, role-play, improvisations and debates</p>	

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Seal Surfer by Michael Foreman Dancing Bear by Michael Morpurgo</p>	<p>Winter's Child by Angela McAllister Ice Palace by Robert Swindells</p>	<p>Big Blue Whale by Nicola Davies This morning I met a whale by Michael Morurgo</p>	<p>Escape From Pompeii by Christina Balit Pompeii: A Roman Girl's Diary by Sue Reid</p>	<p>Stone Age Boy by Satoshi Kitamura Snowdragon by Vivien French Firefall the school for dragons by Sophie Quay-Clark</p>	<p>Journey by Aaron Becker Tilly Mint Tales by Berlie Doherty</p>
	<p>Reading Draw inferences (characters feelings, thoughts and motives) and justify with evidence Use dictionaries to check the meanings of words Predict from details stated and implied Ask questions to improve understanding of a text</p>	<p>Reading Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Predict from details stated and implied Ask questions to improve understanding of a text Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Reading Read for a range of purposes Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction Predict from details stated and implied</p>	<p>Reading Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Predict from details stated and implied Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of a text</p>	<p>Reading Predict from details stated and implied Explain meanings of words in context Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning</p>	<p>Reading Discuss words and phrases that capture the reader's interest and imagination Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict from details stated and implied</p>
	<p>Spoken Language Ask relevant questions Participate in discussions, presentations, performances, role play, improvisations and debates Build vocabulary Articulate and justify answers</p>	<p>Spoken Language Ask relevant questions Give well-structured descriptions, explanations and narratives Build vocabulary Consider and evaluate different viewpoints Participate in discussions, presentations, performances, role-play, improvisations and debates</p>	<p>Spoken Language Speak audibly and fluently Ask relevant questions Build vocabulary Participate in presentations</p>	<p>Spoken Language Give well-structured descriptions, explanations and narratives Ask relevant questions Build vocabulary Articulate and justify answers</p>	<p>Spoken Language Participate in role play Participate in discussions</p>	<p>Spoken Language Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates</p>

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne The One and Only Ivan by Katherine Applegate	Leon and the place between by Graham Baker-Smith The Nowhere Emporium by Ross Mackenzie	Zeraffa Giraffa by Dianne Hofmeyr White giraffe by Lauren St John	When the Giant stirred by Celia Godkin Journey to the Centre of the Earth Usborne Young Reader	Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green Journey to the River Sea by Eva Ibbotson	Blue John by Berlie Doherty Heartsong by Kevin Crossley Holland and Jane Ray
	Reading Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding of a text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence Predict what might happen from what is stated and implied Retrieve and record information from non-fiction	Reading Discuss words and phrases that capture the reader's interest and imagination Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict from details stated and implied Identify how language, structure, and presentation contribute to meaning Participate in discussion about books	Reading Predict from details stated and implied Read for a range of purposes Explain meaning of words in context Ask questions to improve understanding of a text Identify how language, structure and presentation contribute to meaning	Reading Draw inferences about characters feelings, thoughts and motives from their actions Predict from details stated and implied	Reading Use dictionaries to check the meaning of words Explain meaning of words in context Identify main ideas from paragraphs Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction	Reading Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict from details stated and implied Identify main ideas from paragraphs Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction
	Spoken Language Use spoken language to develop understanding by hypothesising, imagining and exploring ideas Participate in role play and improvisation	Spoken Language Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates	Spoken Language Build Vocabulary Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Participate in discussions, presentations, performances, role play, improvisations and debates Use Standard English	Spoken Language Build vocabulary Articulate and justify answers Participate in discussions, presentations, performances, role play, improvisations and debates Use spoken language: speculating, hypothesising, imagining and exploring ideas	Spoken Language Ask relevant questions Give well-structured descriptions, explanations and narratives Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	Spoken Language Ask relevant questions Articulate and justify answers Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Queen of the falls by Chris Van Allsburg <i>Goodnight Stories for Rebel Girls by Elena Favilli</i></p>	<p>The Lost Happy Endings by Carol Ann Duffy <i>Hansel and Gretel by Neil Gaiman</i></p>	<p>The Hunter by Paul Geraghty <i>The child's elephant by Rachel Campbell-Johnston</i></p>	<p>The Darkest Dark <i>Cosmic by Frank Cottrell Boyce</i></p>	<p>The Paperbag Prince by Colin Thompson <i>The Last Wild by Piers Torday</i></p>	<p>Arthur and the Golden Rope by Joe Todd-Stanton <i>Myths of the Norsemen by Roger Lancelyn Green</i></p>
	<p>Reading Draw inferences (characters feelings, thoughts and motives) and justify with evidence Evaluate author's language choice Participate in discussion Provide reasoned justifications</p>	<p>Reading Identify and discuss themes and conventions Draw inferences (characters' feelings, thoughts and motives) Justify with evidence Evaluate author's language choice (including figurative language) Explain and discuss understanding of reading Provide reasoned justifications</p>	<p>Reading Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence Predict what might happen from details stated and implied Make comparisons within and across books</p>	<p>Reading Predict from details stated and implied Identify and discuss themes and conventions Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Summarise main ideas Evaluate authors' language choice Retrieve, record and present information</p>	<p>Reading Make comparisons Ask questions Predict from details stated and implied Retrieve, record and present information Provide reasoned justifications</p>	<p>Reading Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Identify themes and conventions Evaluate author's language choice Make comparisons</p>
	<p>Spoken Language Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict from details stated and implied Identify main ideas from paragraphs Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction</p>	<p>Spoken Language Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints Give well-structured descriptions, explanations and narratives Build vocabulary</p>	<p>Spoken Language Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Spoken Language Build vocabulary Articulate and justify answers Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Spoken Language Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Participate in discussions, presentations, performances, role play and improvisations</p>	<p>Spoken Language Ask relevant questions Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Perform own compositions using appropriate intonation, volume and movement Participate in discussions, presentations, performances, role play, improvisations and debates</p>

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Star of Fear, Star of Hope <i>An Eagle in the snow</i> by Michael Morpurgo</p>	<p>Can we save the tiger? by Martin Jenkins <i>Jungle Book</i> by Rudyard Kipling</p>	<p>Selfish Giant by Oscar Wilde <i>Gulliver's Travels retold</i> by Martin Jenkins, illustrated by Chris Riddell</p>	<p>Jemmy Button by Alix Barzelay The Island by Jason Chin <i>The Explorer</i> by Katherine Rundell</p>	<p>Manfish by Jennifer Berne <i>Dolphin Song</i> by Lauren St John</p>	<p>Transition Unit <i>Sky Chasers</i> by Emma Carroll</p>
	<p>Reading Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Predict from details stated and implied Summarise main ideas Identify how language, structure and presentation contribute to meaning</p>	<p>Reading Check sense Summarise main ideas Retrieve, record and present information Identify how language, structure and presentation contribute to meaning Participate in discussions Explain and discuss understanding of reading</p>	<p>Reading Read and discuss a wide range of texts and ask questions Make comparisons Draw inferences (characters feelings, thoughts and motives) and justify inferences with evidence Predict from details stated and implied Evaluate author's language choice Provide reasoned justifications for their views Distinguish fact and opinion (GD)</p>	<p>Reading Make comparisons Predict from details stated and implied Draw inferences (characters, feelings, thoughts, motives) and justify with evidence Ask questions Summarise main ideas Retrieve, record and present information Provide reasoned justifications</p>	<p>Reading Identify and discuss themes and conventions Identify how language, structure and presentation contribute to meaning Evaluate author's language choice Distinguish fact and opinion Retrieve, record and present information</p>	<p>Reading Recommend books to peers Learn poetry by heart Prepare for performance Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Evaluate author's language choice Retrieve, record and present information</p>
	<p>Spoken Language Articulate and justify answers Participate in discussions, presentations, performances, role play, improvisations and debates Build vocabulary Maintain attention and participate actively in collaborative conversations</p>	<p>Spoken Language Ask relevant questions Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Spoken Language Build vocabulary Articulate and justify answers Use standard English Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently using Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for effective communication</p>	<p>Spoken Language Listen and respond Build vocabulary 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 Select and use appropriate registers for effective communication</p>	<p>Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Spoken Language Listen and respond Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Perform own compositions using appropriate intonation, volume and movement</p>