

## Progression of Skills - Reading

Reading							
Clarify vocabulary: progression in meaning of words	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw on vocabulary provided by the teacher to understand books</li> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</li> <li>• Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</li> <li>• With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and clarify the meanings of words linking new meanings to known vocabulary</li> <li>• Draw on vocabulary provided by the teacher to understand books</li> <li>• Identify and discuss favourite words and phrases</li> <li>• Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss understanding and identify the meaning of words in context</li> <li>• Use dictionaries to check the meanings of words they have read</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss understanding and identify the meaning of words in context</li> <li>• Use dictionaries to check the meanings of words they have read</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> </ul>	Discuss understanding and identify the meaning of words in context	Discuss understanding and identify the meaning of words in context

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Progression in retrieval	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on what they already know or on background information from the teacher to understand books</li> <li>Identify the main character in a story or the subject of a non-fiction text</li> <li>Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales</li> <li>Identify main events or key points in texts</li> <li>Answer literal retrieval questions about the text</li> </ul>	<ul style="list-style-type: none"> <li>Draw on what they already know or on background information from the teacher to understand books</li> <li>Ask questions and find the answers to simple questions in the text</li> <li>Answer literal retrieval questions about the text</li> <li>Use a range of question prompts to generate relevant questions about the text</li> <li>Recall simple points from familiar texts</li> <li>Identify main events or key points in texts</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and find answers to simple questions in a text</li> <li>Retrieve and record information from non-fiction</li> <li>Answer literal retrieval questions and locate the information in the text</li> <li>Locate information using skimming</li> <li>Use a contents page and an index page to locate information</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and find answers to simple questions in a text</li> <li>Retrieve and record information from non-fiction</li> <li>Extract information from the text</li> <li>Locate information using skimming and scanning</li> <li>Decide on a question that needs answering and locate the answer in a non-fiction book</li> <li>Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)</li> </ul>	<ul style="list-style-type: none"> <li>In non-fiction, retrieve, record and present information</li> <li>Ask questions and find the answers to questions in a text</li> <li>Extract increasingly complex information from the text</li> <li>Plan what information needs to be found with guidance</li> <li>Make simple notes</li> <li>Apply information retrieval skills across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>In non-fiction, retrieve, record and present information</li> <li>Ask questions and find the answers to questions in a text</li> <li>Extract complex information from the text</li> <li>Use quotations to illustrate ideas</li> <li>Plan and decide independently what information needs to be searched for</li> <li>Make appropriate notes from research using a variety of sources</li> <li>Apply information retrieval skills across the curriculum</li> </ul>
Progression in sequencing/summarising	<ul style="list-style-type: none"> <li>Anticipate – where appropriate – key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>Sequence a simple story or event and use this to re-enact and retell</li> <li>Identify main events or key points in texts</li> </ul>	<ul style="list-style-type: none"> <li>Identify main events or key points in texts</li> <li>Sequence a range of stories or events and use this to re-enact and retell</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas within a text or within a paragraph and summarise these</li> </ul>	Identify main ideas within a text or within a paragraph and summarise these	Use the skills of skimming and scanning to identify key ideas	<ul style="list-style-type: none"> <li>Use the skills of skimming, scanning, text-marking and note taking to identify key ideas</li> </ul>

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Progression in inference		<ul style="list-style-type: none"> <li>• Give some reasons why things happen or characters change</li> <li>• Begin to express a view and use evidence in the text to explain reasons</li> </ul> <p>Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)</p>	<ul style="list-style-type: none"> <li>• Talk about and infer what characters might be thinking or feeling using clues in the text</li> <li>• Discuss the reasons for events in a story; use evidence to make some reasoned conclusions</li> </ul> <p>Discuss why certain words or phrases make a story funny, scary, exciting</p>	<ul style="list-style-type: none"> <li>• Discuss the actions and relationships of the main characters and justify views using evidence from the text</li> <li>• Discuss the relationship between characters based on dialogue</li> <li>• Use clues from action, dialogue and description to establish meaning</li> </ul> <p>Identify themes and conventions in a range of books</p>	<ul style="list-style-type: none"> <li>• Empathise with different characters' points of view (implicit and explicit)</li> <li>• Identify the use of descriptive and expressive language to build a fuller picture of a character</li> <li>• Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings</li> <li>• Discuss the relationship between what characters say and do - do they always reveal what they are thinking?</li> <li>• Discuss, moods, feelings and attitudes using inference and deduction</li> </ul> <p>Identify themes and conventions in a wide range of books</p>	<ul style="list-style-type: none"> <li>• Identify evidence of characters changing in a story and discuss possible reasons</li> <li>• Discuss what a character's actions say about their character</li> <li>• Recognise that characters may have different perspectives on events in stories</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence</li> <li>• Identify characteristics of stock characters in a variety of genres</li> <li>• Identify evidence of characters that challenge stereotypes and surprise the reader</li> <li>• Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour</li> <li>• Make inferences about the perspective of the author from what is written and implied</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> </ul>
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## Progression of Skills - Reading

Progression in prediction		<ul style="list-style-type: none"> <li>• Make predictions on the basis of what has been read so far</li> <li>• Discuss the blurb and title of a book</li> <li>• Predict events and endings and how characters will behave</li> <li>• Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Predict the events of a story based on the setting described in the opening</li> </ul> <p>Predict how characters might behave from what they say and do and from their appearance</p>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> <li>• Make predictions about characters' actions and look for evidence of change as a result of events</li> </ul> <p>Identify settings and predict events that are likely to happen</p>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> <li>• Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place</li> </ul> <p>Make predictions about how characters might behave in such a setting</p>	<ul style="list-style-type: none"> <li>• Make predictions based on details stated and implied</li> <li>• Make predictions for how a character might change during a story and change predictions as events happen</li> <li>• Refer to the text to support predictions and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Make predictions based on details stated and implied</li> <li>• Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it</li> <li>• Refer to the text to support predictions and opinions</li> </ul>
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## Progression of Skills - Reading

Progression in structure and organisation		<ul style="list-style-type: none"> <li>• Distinguish between fiction and non-fiction texts</li> <li>• Understand the way that information texts are organised and use this when reading simple texts</li> </ul> <p>Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p>	<ul style="list-style-type: none"> <li>• Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions)</li> <li>• Discuss titles of book and poems</li> <li>• Pick out features used to organise books</li> <li>• Compare the layout of different texts /books and discuss why they are set out in different ways</li> <li>• Read the title, contents page and illustrations and predict what a book is about</li> <li>• Pick out features that will help to locate information and explain them</li> <li>• Pick out and discuss how punctuation helps to organise text</li> <li>• Recognise and use the alphabet to help to locate information in some books</li> </ul> <p>Recognise the openings and closings of different stories</p>	<ul style="list-style-type: none"> <li>• Identify the features of some non-fiction text types</li> <li>• Identify and discuss the use of contents and index pages to locate information in non-fiction texts</li> <li>• Begin to understand the purpose of the paragraph and how they help to group information</li> <li>• Discuss why the author has chosen a range of vocabulary to describe a character or a setting</li> </ul>	<p>Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts</p> <ul style="list-style-type: none"> <li>• Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)</li> <li>• Understand how paragraphs can organise ideas around a theme and can build up ideas across a text</li> <li>• Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the structural devices the author has used to organise the text.</li> <li>• Identify vocabulary chosen to convey different messages, moods, feelings and attitudes</li> <li>• Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect</li> <li>• Describe and compare the styles of individual writers and poets, providing evidence</li> <li>• Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on the structural choices the author has made when organising the text</li> <li>• Explain how the structural choices support the writer's theme and purpose</li> <li>• Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes</li> <li>• Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations</li> <li>• Compare, contrast and explore the styles of writers and poets, providing evidence and explanations</li> <li>• Identify and discuss irony and its effect</li> </ul> <p>Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.</p>
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Progression in language choice		<ul style="list-style-type: none"> <li>• Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</li> <li>• Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</li> </ul>	<ul style="list-style-type: none"> <li>• Identify where language is used to create mood or build tension</li> <li>• Comment on the choice of author's words to make a text funny, scary, exciting</li> <li>• Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the effect of key words or phrases used to build mood or tension</li> <li>• Comment on the overall effect of the text</li> <li>• In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration</li> </ul>	<ul style="list-style-type: none"> <li>• Comment upon the use and effect of author's language</li> <li>• Identify and describe the styles of individual writers and poets</li> <li>• Identify and comment on expressive and descriptive language to create effect in poetry and prose</li> </ul> <p>Comment on the overall effect of the text</p>	<ul style="list-style-type: none"> <li>• Identify the writer's main purpose through a general overview</li> <li>• Identify common elements of an author's style and discuss how the style of one author differs from another</li> <li>• Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint</li> <li>• Comment on the use of similes and expressive language to create images, sound effects and atmosphere</li> <li>• Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms</li> <li>• Justify preferences for an author, poet or a type of text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how style is influenced by the intended audience</li> <li>• Identify common elements of an author's style and make comparisons between books</li> <li>• Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning</li> <li>• Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes</li> <li>• Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling</li> <li>• Declare and justify personal preferences for writers and types of text</li> </ul>
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Progression in making comparisons						<ul style="list-style-type: none"> <li>• Identify and explain the key features of a range of appropriate texts</li> <li>• Identify and explain characters and their profiles across a range of texts</li> <li>• Identify and discuss themes within and across texts (social, cultural and historical)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the key features of a range of appropriate texts</li> <li>• Compare and contrast characters across a range of appropriate texts</li> </ul> <p>Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)</p>

## Progression of Skills - Reading

### Oracy Route A

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	To take turns in a conversation with a friend, adult or working in a group. Look at the other person during a conversation.	To use the appropriate tone of voice in the right context. To use vocabulary appropriate to the specific topic.	<b>Troll by Julia Donaldson</b> <b>The Three Billy Goats Gruff by Mara Alperin</b> To ask specific questions to find out more.	<b>A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister*</b> Vary tone of voice in order to convey meaning, e.g. sad tone for a sad part of the story.	<b>A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister*</b> Empathise with the audience.	<b>Poems from the Second World War selected by Gaby Morgan</b> <b>When we were Warriors by Emma Carroll*</b> Project their voice to a large audience e.g. during assemblies.	<b>Poems from the Second World War selected by Gaby Morgan</b> <b>When we were Warriors by Emma Carroll*</b> To speak fluently in front of an audience. Spontaneously respond to increasingly complex questions citing evidence.
Autumn 2	Use talk during play to practice new vocabulary. Listen to a friend and respond with an appropriate comment.	To pronounce a wide range of words correctly when speaking. To try out new words.	<b>Above and Below by Patricia Hegarty</b> To be aware if others haven't spoken and invite them to join the discussion. To start to use gestures to support ideas e.g. gesturing towards someone if they are referencing them.	<b>The Train to Impossible Places by P.G. Bell*</b> Explain opinions which aren't their own during a debate. To reflect on discussions and decide how to improve.	<b>The Train to Impossible Places by P.G. Bell*</b> To give evidence for their opinions.	<b>Jungle Book by Rudyard Kipling (Scholastic)*</b> <b>Martha's Suitcase by The Literacy Company</b> Use an increasingly sophisticated range of sentence stems with fluency and accuracy.	<b>Jungle Book by Rudyard Kipling (Scholastic)*</b> <b>Martha's Suitcase by The Literacy Company</b> Vary sentence structures and length for effect when speaking.
Spring 1	Speak loudly enough to be heard and understood. To ask questions. Give a relevant answer when asked a question.	To speak clearly and confidently in a range of contexts. To give reasons for their opinions.	<b>The Dragonsitter by Josh Lacey*</b> <b>Real Dragons! by Jennifer Szymanski (National Geographic Kids series)</b> Use appropriate sentence stems when building on the ideas of others or challenging them.	<b>DKfindout! Volcanoes by Maria Gill*</b> Choose specialist language and vocabulary appropriately.	<b>DKfindout! Volcanoes by Maria Gill*</b> To ask probing questions. Consider how they might move when speaking to an audience.	<b>The Happy Prince and Other Tales by Oscar Wilde</b> Listen for extended periods of time.	<b>The Happy Prince and Other Tales by Oscar Wilde</b> Be comfortable using idiom and expressions.



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Spring 2	To pronounce words clearly when speaking.	To ask relevant questions when they haven't understood. To explain events in chronological order.	<b>Owen and the Soldier by Lisa Thompson* The Steadfast Tin Soldier (free online version)</b> To adapt speech to different situations e.g. when talking to an adult/ in assembly as oppose to when speaking to friends.	<b>Ariki and the Island of Wonders by Nicola Davies</b> Speak confidently in front of an audience. Make precise language choices.	<b>Ariki and the Island of Wonders by Nicola Davies</b> To use carefully considered words and phrases which matches the purpose of the talk.	<b>The Explorer by Katherine Rundell* Exploring the Amazon by The Literacy Company</b> Draw on knowledge to support opinions and explore alternative points of view. Speak with passion about a topic which is important to them.	<b>The Explorer by Katherine Rundell* Exploring the Amazon by The Literacy Company</b> Construct a detailed argument or complex narrative.
Summer 1	Join ideas together using and, because or but. <i>Maintain appropriate eye contact with the listener. *</i> <i>*This outcome may not be appropriate for some children.</i>	To use conjunctions such as firstly, secondly, finally to organise and sequence ideas. Listens to others and changes their mind based on what they have heard.	<b>Fantastic Mr Fox by Roald Dahl*</b> Identify the audience and begin to target talk which might interest them.	<b>Fantastically Great Women who Saved the Planet by Kate Pankhurst* Plastic Pollution by The Literacy Company</b> To be able to summarise a discussion. To reach a shared agreement during a discussion.	<b>Fantastically Great Women who Saved the Planet by Kate Pankhurst* Plastic Pollution by The Literacy Company</b> Consider the impact of their words on others when giving feedback	<b>Great Adventurers by Alistair Humphreys*</b> Draw on knowledge to support opinions and explore alternative points of view.	<b>Great Adventurers by Alistair Humphreys*</b> Consciously adapt tone, pace and volume of voice within a situation.
Summer 2	To describe in detail events that have happened to them.	To disagree with someone else's opinion. Organise a group discussion without adult support.	<b>Grimm's Fairytales (Usborne Books)</b> To build on other people's ideas during discussions.	<b>A Myth-Hunter's Travel Guide by The Literacy Company</b> Adapt the content of their speech for a specific audience. Changes position and posture when addressing an audience.	<b>A Myth-Hunter's Travel Guide by The Literacy Company</b> Use pauses for effect when presenting e.g. when telling a joke. Empathise with the audience.	<b>Sky Chasers by Emma Carroll*</b> Use increasingly natural gestures.	<b>Sky Chasers by Emma Carroll*</b> To use humour effectively. To be able to read a room or group and act accordingly. To have a stage presence.

# Progression of Skills - Reading

## Oracy Route B

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	To take turns in a conversation with a friend, adult or working in a group. Look at the other person during a conversation.	To use the appropriate tone of voice in the right context. To use vocabulary appropriate to the specific topic.	<b>Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin</b> To ask specific questions to find out more.	<b>The Sea Book by Charlotte Milner*</b> Vary tone of voice in order to convey meaning, e.g. sad tone for a sad part of the story.	<b>The Sea Book by Charlotte Milner*</b> Empathise with the audience.	<b>Goodnight Stories for Rebel Girls by Elena Favilli*</b> Project their voice to a large audience e.g. during assemblies.	<b>Goodnight Stories for Rebel Girls by Elena Favilli*</b> To speak fluently in front of an audience. Spontaneously respond to increasingly complex questions citing evidence.
Autumn 2	Use talk during play to practice new vocabulary. Listen to a friend and respond with an appropriate comment.	To pronounce a wide range of words correctly when speaking. To try out new words.	<b>Above and Below by Patricia Hegarty</b> To be aware if others haven't spoken and invite them to join the discussion. To start to use gestures to support ideas e.g. gesturing towards someone if they are referencing them.	<b>Ice Palace by Robert Swindells*</b> Explain opinions which aren't their own during a debate. To reflect on discussions and decide how to improve.	<b>Ice Palace by Robert Swindells*</b> To give evidence for their opinions.	<b>Hansel and Gretel by Neil Gaiman</b> Use an increasingly sophisticated range of sentence stems with fluency and accuracy.	<b>Hansel and Gretel by Neil Gaiman</b> Vary sentence structures and length for effect when speaking.
Spring 1	Speak loudly enough to be heard and understood. To ask questions. Give a relevant answer when asked a question.	To speak clearly and confidently in a range of contexts. To give reasons for their opinions.	<b>The Dragonsitter by Josh Lacey* Real Dragons! by Jennifer Szymanski (National Geographic Kids series)</b> Use appropriate sentence stems when building on the ideas of others or challenging them.	<b>The Iron Man by Ted Hughes The Iron Giant (film, 1999)</b> Choose specialist language and vocabulary appropriately.	<b>The Iron Man by Ted Hughes The Iron Giant (film, 1999)</b> To ask probing questions. Consider how they might move when speaking to an audience.	<b>Odd and the Frost Giants by Neil Gaiman</b> Listen for extended periods of time.	<b>Odd and the Frost Giants by Neil Gaiman</b> Be comfortable using idiom and expressions.
Spring 2	To pronounce words clearly when speaking.	To ask relevant questions when they haven't understood. To explain events in chronological order.	<b>Owen and the Soldier by Lisa Thompson* The Steadfast Tin Soldier (free online version)</b> To adapt speech to different situations e.g. when talking to an adult/ in assembly as oppose to when speaking to friends.	<b>The Morning I Met a Whale by Michael Morpurgo* Why would anyone hurt a whale? by The Literacy Company</b> Speak confidently in front of an audience. Make precise language choices.	<b>The Morning I Met a Whale by Michael Morpurgo* Why would anyone hurt a whale? by The Literacy Company</b> To use carefully considered words and phrases which matches the purpose of the talk.	<b>Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film)</b> Draw on knowledge to support opinions and explore alternative points of view. Speak with passion about a topic which is important to them.	<b>Exploring Space by The Literacy Company, Planet Unknown by Shawn Wang (film)</b> Construct a detailed argument or complex narrative.

## Progression of Skills - Reading

Summer 1	Join ideas together using and, because or but. <i>Maintain appropriate eye contact with the listener. *</i> <i>*This outcome may not be appropriate for some children.</i>	To use conjunctions such as firstly, secondly, finally to organise and sequence ideas. Listens to others and changes their mind based on what they have heard.	<b>Fantastic Mr Fox by Roald Dahl*</b> Identify the audience and begin to target talk which might interest them.	<b>Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney)</b> To be able to summarise a discussion. To reach a shared agreement during a discussion.	<b>Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney)</b> Consider the impact of their words on others when giving feedback	<b>The Last Wild by Piers Torday, Pollution – a look behind the scenes by The Literacy Company</b> Draw on knowledge to support opinions and explore alternative points of view.	<b>The Last Wild by Piers Torday, Pollution – a look behind the scenes by The Literacy Company</b> Consciously adapt tone, pace and volume of voice within a situation.
Summer 2	To describe in detail events that have happened to them.	To disagree with someone else's opinion. Organise a group discussion without adult support.	<b>Grimm's Fairytales (Usborne Books)</b> To build on other people's ideas during discussions.	<b>Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company</b> Adapt the content of their speech for a specific audience. Changes position and posture when addressing an audience.	<b>Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company</b> Use pauses for effect when presenting e.g. when telling a joke.	<b>African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin</b> Use increasingly natural gestures.	<b>African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin</b> To use humour effectively. To be able to read a room or group and act accordingly. To have a stage presence.