

# English

## at Norton CP School

This document outlines the progression within areas of the English curriculum. Primarily produced for quick-reference, the additional documents – for this area of the curriculum – are also to be considered prior to planning units of work. These supplementary documents detail our whole-school approach to teaching English as well as providing comprehensive support for preparing a progressive curriculum.

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## Speaking and Listening

EYFS	Years 1 - 6
<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p>All children are taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>

## Text types

### *Writing to entertain*

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Stories Descriptions Poetry In-character / role Playscripts	Stories Descriptions Poetry In-character / roleplay Playscripts	Stories Descriptions Poetry Characters and settings (e.g. diary entry) Playscripts	Stories Descriptions Poetry Characters and settings (e.g. diary, letter) Playscripts	Stories Descriptions Poetry Characters and settings (e.g. diary, letter, monologue Playscripts	Stories Descriptions Poetry Characters and settings Playscripts

### *Writing to inform*

Recount Letter Instructions	Recount Letter Instructions	Explanation Recount Letter Biography Newspaper article	Explanation Recount Letter Biography Newspaper article	Report Recount Biography Newspaper article Diary	Report Recount Biography Newspaper article Diary
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### *Writing to persuade*

Through discussion and role- play Wanted Poster Mini-advert	Primarily pictorial short texts such as: Holiday brochure Describing food	Letter Poster Advertising	Letter Poster Advertising leaflet	Letter Advertising Booklet Speech	Letter Advertising Booklet Speech
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### *Writing to discuss*

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Developed verbally (possible hot seating)	Thought bubbles Lists of pros and cons for tricky real-life situations	Continue to use discussion and role-play Respond to challenge cards in written form [problem in a text or real-life]	Continue to use discussion and role-play Writing viewpoints from a historical moment of textual event	Begin to appreciate difference between persuasion and discussion Letters Balanced opinion pieces for newspapers Review or essay	Extend written formats Balanced argument / essay discussion Newspaper article Review Closing statements for court case

## Vocabulary, grammar and punctuation

### Punctuation

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> <li>Capital letters to start sentences and for I and proper nouns (names)</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Finger spaces</li> <li>Full-stop</li> </ul>	<p>Revise and consolidate Y1 content and:</p> <ul style="list-style-type: none"> <li>Apostrophes for contractions and singular possession</li> <li>Commas for lists</li> </ul>	<p>Revise and consolidate Y1 and Y2 content and:</p> <ul style="list-style-type: none"> <li>Inverted commas for direct speech</li> </ul>	<p>Revise and consolidate previous content and:</p> <ul style="list-style-type: none"> <li>Use all punctuation for speech accurately [The conductor shouted, "Sit down!"]</li> <li>Apostrophes to mark plural possession including irregular plurals</li> <li>Use of commas after fronted adverbials</li> </ul>	<p>Revise and consolidate previous content and:</p> <ul style="list-style-type: none"> <li>Brackets, dashes or commas for parentheses</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p>Revise and consolidate previous content and:</p> <ul style="list-style-type: none"> <li>Use of the semi-colon, colon or dash to mark the boundary between independent clauses [It's raining; I'm fed up].</li> <li>Use of the colon to introduce lists and use of semicolons within lists.</li> <li>Bullet points</li> <li>How hyphens can be used to avoid ambiguity.</li> <li>Ellipsis to both indicate something is missing or to create suspense.</li> </ul>

Word (also please refer to [Spelling Appendix 1](#))

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul>	<ul style="list-style-type: none"> <li>Pluralise nouns using 's' or 'es'</li> <li>Suffixes added to verbs where no change is needed in the spelling of the root word (e.g. helping, helped, helper)</li> <li>How the prefix <b>un-</b> changes the meaning of verbs and adjectives (e.g. unkind, untie)</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</li> <li>Formation of adjectives using suffixes such as -ful, -less</li> <li>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> <li>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	<ul style="list-style-type: none"> <li>The grammatical difference between plural and possessive -s</li> <li>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> </ul>	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> </ul>	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</li> <li>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>

## Common Exception Words

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Learn RWI Red Words and begin to decode Green Words according to RWI stage.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar,	accident, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, February, forward, fruit, grammar	group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possess, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women	accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equipped, equipment, especially, exaggerate, excellent, existence, explanation.	identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, government, guarantee, harass, hindrance, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, familiar, foreign, forty, frequently, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht, marvellous, mischievous, muscle, necessary, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, explanation, neighbour, nuisance, occupy, occur

## Sentence (grammar)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using and</li> </ul>	<ul style="list-style-type: none"> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example: when, before, after, while, so, because].</li> <li>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> <li>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> </ul>	<ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul>

## Text (grammar)

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> <li>• Speak in full sentences</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and sub-headings to aid presentation</li> <li>• Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> </ul>	<ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>



## Presentation

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Printing clearly</li> <li>• Finger spaces</li> <li>• Using a sharp pencil</li> <li>• Beginning to use a ruler appropriately</li> <li>• Use appropriate poetry presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Start to join letters when writing</li> <li>• Underline their own date and title</li> <li>• Begin to cross out mistakes neatly with a ruler</li> <li>• Use appropriate poetry presentation</li> <li>• Flow charts</li> </ul>	<ul style="list-style-type: none"> <li>• Use consistent joins across their writing</li> <li>• Some children with excellent presentation to write in pen</li> <li>• Headings and sub-headings to aid presentation</li> <li>• Leaving a line between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Taking pride in their work across the curriculum understanding where pictures may supplement written work</li> <li>• Diagrams</li> <li>• Use appropriate poetry presentation</li> <li>• Use columns where appropriate for layout purposes</li> <li>• Understanding that more than one paragraph may be necessary after a subheading (e.g. non-chronological report)</li> <li>• Glossaries for technical vocabulary</li> <li>• Fact boxes</li> </ul>	<ul style="list-style-type: none"> <li>• Layout devices such as bullet points, italics and underlining for emphasis, or technical vocabulary</li> <li>• Parentheses</li> <li>• Other options for structuring text such as tables, headings, sub-headings and columns.</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing layout devices independently [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>

## Terminology for pupils

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> <li>• Letter</li> <li>• capital letter word</li> <li>• singular</li> <li>• plural sentence punctuation</li> <li>• full-stop</li> <li>• question mark</li> <li>• exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• noun</li> <li>• noun phrase</li> <li>• statement</li> <li>• question</li> <li>• exclamation</li> <li>• command</li> <li>• compound</li> <li>• suffix</li> <li>• adjective</li> <li>• adverb</li> <li>• verb tense (past, present)</li> <li>• apostrophe</li> <li>• comma</li> </ul>	<ul style="list-style-type: none"> <li>• preposition</li> <li>• conjunction</li> <li>• word family</li> <li>• prefix</li> <li>• clause</li> <li>• subordinate clause</li> <li>• direct speech</li> <li>• consonant</li> <li>• consonant</li> <li>• letter</li> <li>• vowel</li> <li>• inverted commas (or 'speech marks')</li> </ul>	<ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun</li> <li>• possessive</li> <li>• pronoun</li> <li>• adverbial</li> </ul>	<ul style="list-style-type: none"> <li>• modal verb</li> <li>• relative pronoun</li> <li>• relative clause</li> <li>• parenthesis</li> <li>• bracket</li> <li>• dash</li> <li>• cohesion</li> <li>• ambiguity</li> <li>• bullet points</li> </ul>	<ul style="list-style-type: none"> <li>• subject</li> <li>• object</li> <li>• active</li> <li>• passive</li> <li>• synonym</li> <li>• antonym</li> <li>• ellipsis</li> <li>• hyphen</li> <li>• colon</li> <li>• semi-colon</li> <li>• bullet points</li> </ul>

## Reading Comprehension

EYFS	Year 1	Year 2	Year 3 & 4	Years 5 & 6
<p><b>Develop pleasure in listening to and engaging with books by:</b></p> <ul style="list-style-type: none"> <li>• sharing books with friends and teaching staff</li> <li>• using books to initiate and support play</li> <li>• developing an awareness of the organisation of books by looking at book titles, illustrations and that they are read left to right</li> <li>• Through being read to and sharing books, develop an understanding that books can be both a source of information and of entertainment</li> </ul>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> </ul>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<p><b>Develop positive attitudes to reading, and an understanding of what they read, by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<p><b>Maintain positive attitudes to reading and an understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing 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</li> </ul>

<p><b>Demonstrate understanding of what has been read to them by:</b></p> <ul style="list-style-type: none"> <li>• 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> <li>• Anticipate (where appropriate) key events in stories</li> </ul>	<p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	<p><b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	<p><b>Understand what they read in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> </ul>	<p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> </ul> <p>retrieve, record and present information from non-fiction</p>
<p>Begin to participate in discussion about what is read to them, starting to learn how to take turns and listen to what others say</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>
	<p>Explain clearly their understanding of what is read to them</p>	<p>Explain and discuss their understanding of books, poems and other material, both those</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>

		that they listen to and those that they read for themselves	Children should now be expanding on their discussion points and using evidence to support their assertions.	maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views, using evidence.
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