



English Assessment Schedule

Term One

CEW spelling assessment from previous years and gap analysis

Establish Book Bands

Benchmarking of on entry standards.

Identify prior attainment groups and establish progress trajectory

(IDENTIFY AT RISK LEARNERS IN PREPARATION FOR LEARNING REVIEW)

Term Two

CEW reading

Phonics Test

Check Book Bands

CEW spelling assessment (current year)

Spelling age/Reading age

Identify prior attainment groups and establish progress trajectory.

NFER assessment for reading

NFER assessment for GPS

TA (using school statements) for writing

Term Three

Y2/Y6 3 x writing samples assessed against AF

Check Book Bands

(IDENTIFY AT RISK LEARNERS IN PREPARATION FOR LEARNING REVIEW)

Term Four

CEW reading

Phonics Test

Y2/Y6 3 x writing samples assessed against AF

CEW spelling assessment (current year)

Spelling age/Reading age

establish progress trajectory.

TA (using school statements) for writing

Term Five

Y2/Y6 3 x writing samples assessed against AF

Check Book Bands

(IDENTIFY AT RISK LEARNERS IN PREPARATION FOR LEARNING REVIEW)

Term Six

CEW reading

Statutory Phonics Test/ Y2 Y6 SATS

Check Book Bands

CEW spelling assessment (current year)

Spelling age/Reading age

NFER assessment for reading

NFER assessment for GPS

TA (using school statements) for writing



English Progression Maps

	Y1	Y2	Y3	Y4	Y5	Y6
Entertain	Retell Description (setting/ character) Narratives <u>Acrostic poem</u> <u>Structured poem</u>	Character description Diary Narrative Setting Description <u>Rhyming poem</u> <u>Shape poem</u> <u>Simile poem</u>	Linear Narrative Short Story Adventure Narrative Character Description Setting Description Myths & Legends <u>Haiku</u> <u>Kenning</u>	Mystery Narrative Character Description Cliffhangers Diary <u>Free Verse</u> <u>Limerick</u>	Quest Narrative Biography Autobiography Non-linear narrative Character Description <u>Cinquain</u> <u>Sonnet</u>	Short Story Character Description Viewpoint narrative <u>Narrative Poetry</u> <u>Calligram</u>
Inform	Instruct Travel Guide Report Letter Recount	Recount Explanation Diary Letter Non-Chronological re- port Instructions Leaflet	Non-Chronological report Letter Tabloid News Report Explanation Historical Recount	Biography Newspaper (broadsheet) Non-Chronological re- port	Explanation Essay Biography Autobiography Instructions	Recount Essay Non-Chronological Re- port Journalistic Writing
Persuade			Persuasive poster	Persuasive leaflet Travel Brochure	Speech	Campaign
Discuss					Letter Advertisement	Balanced Argument News Report Advert

In addition to the above opportunities, pupils will be provided regular opportunity to write freely in their own personal writing jotter. Jotters will provide learners opportunity to reflect on learning from previous PoS to help consolidate learning and reinforce retrieval.

Malvern Primary School– Foundational Knowledge

	EYFS	KS1
Oracy	<p>Speak audibly so that I am understood.</p> <p>Use a range of props to retell well-known stories.</p> <p>Recite nursery rhymes by heart .</p> <p>Make relevant contributions and ask questions.</p> <p>Describe events that have happened to me in detail.</p> <p>Show confidence when having a conversation by listening attentively in a range of situations and asking questions and making comments about what has been heard.</p> <p>Use talk in play to practice new vocabulary.</p> <p>Use 'because' to develop my ideas.</p> <p>Make relevant contributions and ask questions.</p> <p>To look at someone who is speaking to me.</p> <p>Take turns to speak when working in a group.</p>	<p>Use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</p> <p>Speak clearly and confidently in a range of contexts</p> <p>Use vocabulary appropriate specific to the topic at hand</p> <p>Take opportunities to try out new language, even if not always correctly.</p> <p>Use sentence stems to link to other's ideas in group discussion.</p> <p>Use conjunctions to organise and sequence ideas e.g. firstly, secondly</p> <p>Offer reasons for my opinions</p> <p>Join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p> <p>Recognise when they haven't understood something and ask a question to help with this.</p> <p>Disagree with someone else's opinion politely.</p> <p>Explain ideas and events in logical or chronological order</p> <p>Listens to others and be willing to change my mind based on what I have heard</p> <p>To partake in group discussions independently—without adult scaffolding.</p>
Decoding	<p>Speedily read all the set one single sounds and special friends.</p> <p>Speedily read the first six set two sounds.</p> <p>Fred in my head 1.1 - 1.7 words.</p> <p>Read on sight, the high frequency words: he, she, I, the, me and by.</p> <p>Use my phonics knowledge to read age appropriate texts, recognising some words and segmenting and blending other words.</p> <p>Read sentences that I have written to check that they make sense.</p>	<p>Accurately read most words of 2 or more syllables</p> <p>Read most words containing common suffixes</p> <p>Read most common exception words for year one and two</p> <p>Read most words accurately without overt sounding and blending, and with sufficient fluency to allow them to focus on their understanding rather than on decoding individual words. (In age appropriate text)</p> <p>Sound out most unfamiliar words accurately, without undue hesitation</p>
Comprehension	<p>Retell stories and narratives using my own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced story language.</p> <p>Answer questions about what is read to me.</p>	<p>(Using books they can fluently read)</p> <p>Check it makes sense to them, correcting any inaccurate reading</p> <p>Answer questions and make some inferences</p> <p>explain what has happened so far in what they have read</p>
Handwriting	<p>Hold a pencil using a tripod grip.</p> <p>Correctly form precursive letters that sit on the line.</p> <p>Write simple sentences that can be read by myself and others.</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Use the diagonal and horizontal strokes needed to join some letters</p>
Punctuation	<p>Write simple captions, sometimes demarcated with capital letters and full stops.</p>	<p>demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p>
Spelling	<p>Using my phonics knowledge spell words that are phonetically plausible</p> <p>Spell the high frequency words: he, she, I, the, me and by</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p> <p>Spell many common exception words (Y1 & Y2)</p> <p>Add suffixes to spell most words correctly in their writing - for example: -ment, -ness, -ful, -less, -ly'</p>

Malvern Primary School– English Curriculum Mapping Term One



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Into The Woods	Marvellous Mixtures	Ages Ago!	Why Rome wasn't built in a day...	Walk like an Egyptian!	Mayan Mysteries
Key Text	The Gruffalo	George's Marvellous Medicine	The Stolen Spear	Queen of Darkness	Secrets of a Sun King	Holes
Broadening Horizons	Errol's Garden Stella and the Seagull	Pink is for Boys	The Hueys in The New Jumper	And Tango Makes Three The Way Back Home	My Princess Boy The Whisperer	Frida Kahlo and Her Animations
Poetry	Acrostic	Simile poem	Kenning Poetry	Limerick	Cinquain	Narrative Poetry
Writing For a Purpose?	To Entertain Retell with emphasis on oral retelling first with opportunities to read their writing aloud.	To Entertain Character description of grandma To inform Recount (Imagine That)	To Entertain Linear Narrative To inform Non-chronological report	To Entertain Setting description Inform Biography	To inform Explanation Text Entertain Quest Narrative	To Entertain Diary Entry To Inform Advert
Punctuation	Finger spacing Capital Letters (formation) Capitalisation of personal pronoun	Commas in a list Exclamation/Question Marks Capital letters and full stops (revisit)	Use of bullet points to list items Capital letters for proper nouns	Inverted commas for direct speech Begin to use dashes for emphasis	Parenthesis using brackets, dashes and commas. Quotation marks	Use of semi-colons to punctuate complex lists, including when using bullet points
Grammar	Building a full idea to form a complete sentence	Exclamatory Sentence Word classes– Nouns, verbs, adjectives	Use of subordinating and coordinating conjunctions	Use of expanded noun phrases to inform Use of determiners	Use of passive voice Expanded Noun Phrases 1st/3rd person / Present/past tense	Use of adverbials including, meanwhile, At first, After, Furthermore, Despite, As a result, Consequently, Due to and For example Use of passive voice
Spelling	Common Exception Words,	Common Exception Words, numbers, days of the week	Y3/4 Word lists using spelling policy	Y3/4 word lists	Y5/6 word lists	Y5/6 word lists assess and teach to gaps using spelling policy
What will we revisit?	Lower case letter formation	Common Exception Words Y1 revisit Capital letter formation Accurate sentence boundaries Adjectives/nouns	Common exception words Y2 revisit and target any gaps Full stops and capital letters Question marks Comma lists Exclamatory sentences	Apostrophes for possession and contraction Four sentence types	Y3/4 CEW words Commas to mark fronted adverbials After lunch, we went into the museum Word class consolidation including noun, verb, adjective, adverb, determiner.	Use of commas to mark clauses including relative and subordinate clauses Use of apostrophes for plural possession Use of apostrophes for contraction and singular possession

Malvern Primary School– English curriculum Mapping Term Two



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Dinosaur Roar!	Fire, Fire!	Extreme Earth	Route 66	The Sky at Night	We'll Meet Again
Key Text	Tyrannosaurus Drip	Vlad and the Great Fire of London	The Firework Maker's Daughter	Kidnap on the California Comet	Cosmic	Letters from the Lighthouse
Broadening Horizons	Dinosaur Lady	Blown Away Dogs Don't Do Ballet	Pebble in my Pocket Malala's Magic Pencil	The Crows Tale	Hidden Figures Katherine Johnson	Rose Blanche Where the Poppies Now Grow
Read 2 Write			The Rhythm of the Rain	The Lost Happy Endings	Where Once We Stood	Rose Blanche
Writing For a Purpose?	To Entertain Write a description of a chosen dinosaur	To Entertain Diary To Inform Letter	To Entertain Short Story To Inform Letter	To Entertain Mystery Narrative To Inform Newspaper Article (broadsheet)	To Entertain Character Description To Inform Essay	To Inform Non Chronological Report Entertain Setting Description
Punctuation	Identifying nouns as naming words and understanding a sentence needs a noun.	Secure use of apostrophes for contraction and singular possession.	Full use of including before and within the inverted commas. Use of paragraphs	Use of paragraphs to organise in time sequence Comparing different forms of past tense (progressive/simple)	Use brackets and dashes to explain technical vocabulary and mark relative clauses Secure use of commas to mark clauses, including opening subordinating clauses.	Using semi-colons to join related clauses Using hyphens to avoid ambiguity
Grammar	Using the coordinating conjunction 'and' within an accurately punctuated sentence with finger spaces	Use a range of subordinating and coordinating conjunctions Expanded noun phrases	Use of expanded noun phrases to add detail and description.	Use of commas to mark fronted adverbials and subordination. Use of prepositions to express time and cause	To use subordinating conjunctions in varied positions Begin to use colons to link related clauses	Use subordinating conjunctions in varied positions Use relative clauses to add further detail
Spelling	nk, ng, tch, ll, ff, ss, zz, ck,	Common exception words, dge/ge, g or j, soft/hard c, kn/gn, wr, le/el	Y3/4 Word lists using spelling policy	Year 3/4 spelling words	Y5/6 word lists using spelling policy	Y5/6 word lists assess and teach to gaps using spelling policy
What will we revisit?	Common exception words Oral retell	Identifying nouns as naming words Jotter- what do you remember about Dinosaurs?	Apostrophes for possession and contraction	Inverted commas to punctuate direct speech	Apostrophes for possession and contraction Four sentence types Commas to mark subordination <i>When he was a boy, Dahl did not like reading</i>	Use of commas to mark fronted adverbials and subordination. Use brackets and dashes to explain technical vocabulary and mark relative clauses

Malvern Primary School– English curriculum Mapping Term Three



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Chasing Space	Splendid Structures	There are places I'll remember...	Journey through the human body	Terrible Tudors?	Call of the Wild
Key Text	Little People Big Dreams: Neil Armstrong	Iggy Peck Architect	Henry's Freedom Box	The Dentist of Darkness	Diver's Daughter: A Tudor Story	The Last Bear
Broadening Horizons	Look Up! Forever Star	Our Tower	Beegu	The Lost Homework Granny came here on the Empire Windrush	The Proudest Blue	The Journey Home Night of the Moon
Poetry	Structured	Rhyming	Haiku	Free Verse	Sonnet	Calligram
Writing For a Purpose?	To inform Travel guide about Earth	To Entertain Narrative To inform Non-chronological report	To Entertain Adventure Narrative To Persuade Persuasive poster	To Entertain Character Description To Persuade Persuasive leaflet	To inform Biography To Persuade Speech	To Entertain Narrative To Persuade Campaign
Punctuation	Identifying verbs as action words and understanding a sentence needs a verb.	Apostrophes for plural possession	Ensure accurate use of capitalisation for proper nouns. Use of nouns and pronouns for clarity and cohesion	Use of !? For rhetorical/exclamatory sentence. Use of commas to mark relative clauses Use commas to mark fronted adverbials and subordinate clauses.	Use of ?, ! For exclamatory/rhetorical sentences Use of colons and semi-colons to list features, attractions or arguments Use of brackets and dashes for parenthesis	Use of brackets and dashes for parenthesis Use colons and semi-colons to mark clauses Use speech to advance the action
Grammar	Using the subordinating conjunction 'because' within an accurately punctuated sentence with finger spaces.	Use of progressive verb forms Adverbials for how Use of coordinating and subordinating conjunctions in the middle of a sentence	Use of the imperative to convey urgency Use of noun phrases to add detail and description Use of 2nd person	Use of rhetorical questions to engage Use of imperative verbs to convey urgency Use a wider range of subordinating conjunctions Use of relative clauses to provide additional enticement	Use of imperative and modal verbs to convey urgency Use adverbials to convey sense of certainty Use of short sentences for emphasis	Use of subjunctive form for formal structure. Use of varying sentence structure including short and complex sentence structures to build pace.
Spelling	2x syllables, 'v' at the end of a word, s/se, est, ing, ed, er, s	Al/il, ending in y, y to I before es, er/est, ing, a before l/l, o sounds like u	Ey/eigh, sc, gue, ch sounds like sh, ch sounds like c,	Homophones and near homophones,	Cious, tious, tial, cial, ant, ance, ation	Homophones and near homophones, HFW 4C
What will we revisit?	Common Exception Words Coordinating conjunctions Mondrian Jotter	Identifying verbs Subordination using because Y2 Common Exception words	Confident use of ! For exclamatory sentences Y2 CEW spelling	Use of the imperative to convey urgency Use of noun phrases to add detail and description	Use of rhetorical questions to engage the reader Use of relative clauses to provide additional enticement Use of the imperative to convey urgency	Use of the imperative to convey urgency Confident use of ! For exclamatory sentences Use of short sentences for emphasis

Malvern Primary School- English curriculum Mapping Term Four



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Carnival!	Ship Mate, Navigate!	Iron Man	Invasion	When I grow up...	Creative Curations
Key Text	Jabuti the Tortoise	The Owl and the Pussycat	Iron Man	Monster Slayer	Tom's Midnight Garden	Skellig
Broadening Horizons	My World Your World Little Glow	Along Came A Different Julian is a Mermaid	The Tin Forest Aaron Slater Illustrator	The Invisible The First Slodge	King of the Sky I Talk Like A River	The Arrival Dadaji's Paintbrush
Read 2 Write	The Secret of Black Rock	Night Gardner	Jemmy Button	The Whale	The Promise	A Story Like The Wind
Writing For a Purpose?	To Entertain Setting Description (Rainforest) To Inform Report about Rio	To Entertain Retell Narrative To Inform Letter from alternative perspective	To Entertain Character Description To Inform Newspaper Article (tabloid)	To Entertain Narrative with cliff-hanger To Inform Non-Chronological report	To Entertain Autobiography To Inform — Instructions	To Entertain - Narrative To Discuss —News Report
Punctuation	Begin to form accurate sentences orally that constitute a full idea.	Inverted commas to mark direct speech introduction Comma lists	Consolidate four main punctuation marks . , ! ! Inverted commas for direct speech Use of paragraphs	Correct dialogue punctuation including accurate use of new line, new speaker. Use of commas to mark relative clauses, adverbial phrases and subordinate clauses Use of commas after fronted adverbials and subordination	Use brackets for incidentals Use of dashes to emphasise additional information	Use of colons to add further detail in a new clause Use of semi-colons to join related clauses
Grammar	Understand the difference between past and present tense. Order events in time order.	Subordination and coordination. Adverbials to sequence time	Use of pronouns and nouns to add detail and cohesions Use of relative clauses to add further detail Use of perfect present tense	Use of subordinate clauses to add detail or context. Use of fronted adverbials to show how/when and event occurs.	Use subordinate clauses to add detail or context, including in varied positions. Use relative clauses to add detail or context	Use of a range of adverbials and conjunctions Use the perfect form of verbs to mark relationships of time and cause
Spelling	ai/ay, oy/oi, a_e, i_e, u_e, o_e, u_e, ar, ee, ea, ir, ur	ey, a sounds like o, or sounds like ir, s sounds like zsh, ment, less/ ness	Ssion/sion, tion/cian, less/ness, ous, sure/ture,	Il- , Im-, Ir—, HFW 3c/3d,	Ent, ence, ency, able, ible, hyphenated words	HFW 4c, 4D
What will we revisit?	Coordination and subordination using and because Upper/lower case letter formation diagnostic	Y2 common exception words Accurate letter formation in print/cursive Jotter- Setting description of the Rainforest	Comma lists Subordination and coordination	Revisit use of apostrophes for possession (plural/singular) and contraction. Ssion/tion spelling rule Use of nouns/pronouns for cohesion	Use of relative clauses to add further detail Correct dialogue punctuation including accurate use of new line, new speaker. Use of commas to mark relative clauses, adverbial phrases and subordinate clauses	Use subordinate clauses to add detail or context, including in varied positions. Use relative clauses to add detail or context

Malvern Primary School– English curriculum Mapping Term Five



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Memory Makers	Critique Crawlies	Circle of Life	Where My Wellies Take Me	Cool Chemistry	This is Me
Key Text	Old Bear	The Boy Who Lost His Bumble	The Girl Who Talked To Trees	Where My Wellies Take Me Great Adventurers	The Lion, the Witch and the Wardrobe	Wonder
Broadening Horizons	The Truth About Old People The Neighbourhood Surprise	Max the Champion Uncle Bobby's Wedding	Wisp Cinnamon	My Shadow is Purple	Pansy Boy	The Island
Poetry	Performance Poetry	Performance Poetry	Performance Poetry	Performance Poetry	Performance Poetry	Performance Poetry
Writing For a Purpose?	Entertain Precious things narrative Inform Letter to Ducks	Entertain Setting description Inform Non Chronological Report	Entertain Setting description Inform Explanation	To Entertain Narrative To inform Report	To Entertain Nonlinear Narrative Setting, Description	To Discuss Balanced Argument To Inform Essay
Punctuation	Record sentences accurately in written form with finger spaces. Begin to demarcate sentence boundaries. Question marks.	Apostrophes for contraction and possession Four sentence types revisit	Compare different forms of past tense including progressive and simple	Use of paragraphs to group related ideas Use of subheadings Bullet points	Use of semi colons to mark relative clauses.	Use commas, brackets and dashes for parenthesis, including for emphasis. Use of commas to mark relative clauses Colons and semi colons to punctuate a complex list
Grammar	Begin to understand nouns and identify within a sentence.	Conjunctions (subordinating and coordinating) Noun phrases Tenses including past, present and progressive	Word class consolidation including noun, verb, adjective, adverb, determiner. Introduce prepositions.	Word class consolidation including noun, verb, adjective, adverb, determiner, prepositions	Use of passive voice Use colons to introduce lists or sections	Expanded noun phrases to describe in detail Use of adverbials to provide cohesion across a full text Use modal verbs to convey degrees of probability Use relative clauses to provide supporting detail Use passive voice to maintain an impersonal tone
Spelling	Oo, oa/oe, Days of week, Mr, Mrs, Miss, ow/ou, or, ew.ue, ie/igh	Full, contractions, tion, common homophones	Ally/ ly, ation, super, anti, auto, inter, sub,	Re-, -que, possessive apostrophe plural, HFW 4a,	Hyphenated words, I before e except after c, ough	Months, ent, ence, ency, hypens
What will we revisit?	Letter formation Oral retell Y1 common exception words	Cursive letter formation Y1 common exception words Jotter- Instructions	Subordination and coordination	Compare different forms of past tense including progressive and simple	Four sentence types revisit Word class consolidation including noun, verb, adjective, adverb, determiner.	Use of modal verbs to indicate degrees of possibility Relative clauses to provide supporting detail

Malvern Primary School– English curriculum Mapping Term Six



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	All creatures great and small	Plant a little seed...	Ancient Greek Legacy...	Mountain High	Fantastic Beasts	Back to the Future
Key Text	Slinky Malinki	Jack and the Beanstalk Jack and the Baked Beanstalk Trust Me, Jack's Beanstalk Stinks!	Greek Myths for Young Children by Heather Amery	When The Mountains Roared	Darkmouth	The Flower Boy
Broadening Horizons	The Great Big Book of Families	The Boy with Flowers in His Hair Pirate Mums	The Barnabus Project	The Boy Who Grew a Forest:	The Flower	Dreams of Freedom
Writing For a Purpose?	Entertain Character description Inform Big Cat Report	Entertain Narrative – Twisted Fairy Tale Inform Instructions	Entertain Myths & Legends Inform Historical Recount	Entertain Free verse/ Diary Inform Travel Brochure	To Persuade / Discuss Advertisement To Discuss Letter	To Discuss Argument Speech
Punctuation	Demarcate simple sentences accurately using finger spaces, accurate letter formation, capitalisation and full stops. Question marks.	Commas in a list Four sentence types Apostrophes for contraction and possession	Using paragraphs to order events chronologically Using paragraphs to group related ideas Using sub-headings and bullet points	Use of ellipsis Using subheadings, bullet points and captions	Use commas, brackets and dashes for parenthesis, including for emphasis. Use of commas to mark relative clauses Colons and semi colons to punctuate a complex list	Use of colons and semi colons to punctuate complex lists Consolidation of all punctuation taught at KS2 including , "" !?; ...
Grammar	Begin to understand adjectives and identify within a sentence/	Use of the progressive form for verbs Past/Present tense	Use of expanded noun phrases Use nouns and pronouns for clarity and cohesion	Use of simile and metaphor to engage	Use modal verbs to convey degrees of probability Use relative clauses to provide supporting detail Use adverbials to provide cohesion across a text Use passive voice to maintain an impersonal tone	Consolidate appropriate use of cohesive devices Use of the subjunctive form when needed
Spelling	Ore, au/au, air, ear, are/ir/ur, y, ph.wh, k before e/l/y, un, compound words	Revise any gaps in CEW and areas of weakness identified in teaching.	in, mis, dis, ou like u, y like I	HFW 4a, CEW, revisit Y3 rules	Silent letters: b, c, g, k, h, n, m, d, t, p, u, w	Gap analysis and revisit based on common misconceptions.
What will we revisit?	Diagnostic assessment of spelling rules and teach to gaps. Nouns/Verbs	All KS1 common exception words Cursive Handwriting	Revisit Y3/4 common exception words and provide gap analysis for Y4	Revisit Y3/4 common exception words and provide gap analysis for Y5	Use of the progressive form for verbs Using paragraphs to group related ideas Using sub-headings and bullet points	Use commas, brackets and dashes for parenthesis, including for emphasis. Use of commas to mark relative clauses Colons and semi colons to punctuate a complex list

Malvern Primary School– English Curriculum—Spoken Language and Listening



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Listening and responding	<ul style="list-style-type: none"> Speak clearly in sentences Ask appropriate simple questions Engage in conversations using turn-taking Respects the opinions and feelings of others 	<ul style="list-style-type: none"> Actively engage in conversations, listening attentively Asks relevant questions Offers thoughtful contributions Demonstrates clear speaking, using appropriate vocabulary Maintains grammatical accuracy 	<ul style="list-style-type: none"> Understand how to actively listens Understands how to respond appropriately to peers and adults Asks relevant questions and provides reasoned answers Discusses unfamiliar topics Considers the opinions of others 	<ul style="list-style-type: none"> Know how to actively listen and contribute thoughtfully in group discussions Asks pertinent questions to help foster collaboration Demonstrate reasoning within responses In discussions, is able to politely challenge differing viewpoints 	<ul style="list-style-type: none"> Know how to actively engage in discussions, listen attentively to others' ideas, and adapt their own contributions based on group needs Ask probing questions to deepen conversations and knowledge Demonstrate clear speaking with appropriate intonation, taking on feedback to improve their performance. Debates with others while respecting rules for effective discussions 	<ul style="list-style-type: none"> Know how to improve their listening skills through constructive feedback Regularly asks relevant questions to deepen understanding Able to articulate and justify opinions Give well-structured presentations Engage actively in collaborative conversations, considering viewpoints and offer alternative explanations
Asking and answering questions	<ul style="list-style-type: none"> Asks questions linked to the topic being discussed (how/why) Answer questions on a wide range of topics 	<ul style="list-style-type: none"> Show a conversation is being followed by asking relevant questions Answer questions using clear sentence 	<ul style="list-style-type: none"> Asks questions that relate to what has been heard Begins to offer support for answers 	<ul style="list-style-type: none"> Generates relevant questions to an audience in response Regularly offers answers supported by reasoning 	<ul style="list-style-type: none"> Asks questions that deepen conversations and further knowledge Understand how to answer questions that require more detailed answers 	<ul style="list-style-type: none"> Regularly asks relevant questions to extended understanding Articulate and justify answers with confidence on a range of situations
Vocabulary	<ul style="list-style-type: none"> Uses appropriate vocabulary to describe the world and feelings Think of alternatives for simple vocabulary choices 	<ul style="list-style-type: none"> Start to use subject specific vocabulary to explain, describe and add detail Start to vary language according to the situation (formal/informal) Develop inference to identify what a new word means by context 	<ul style="list-style-type: none"> Use vocabulary appropriate to the topic and audience Recognises powerful vocabulary choices in what they read or hear and begin to uses these in their own talk Begin to use a dictionary and thesaurus to help word choices 	<ul style="list-style-type: none"> Regularly use interesting adjectives, adverbial phrases and expanded noun phrases in speech. Known and use language that is acceptable in formal and informal situations Uses dictionaries and thesauruses with increased independence to support word choices 	<ul style="list-style-type: none"> Speak confidently in informal and formal situations with appropriate vocabulary Recognise powerful vocabulary in stories/ texts that are read or listen to, building these words and phrases into talk in an appropriate way Explore sophisticated vocabulary that has multiple meanings and use most accurately 	<ul style="list-style-type: none"> Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose Speak audibly, fluently and with a full command of Standard English in all situations.

Malvern Primary School– English Curriculum—Spoken Language and Listen-



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Discussions, presentations, performances, role play, improvisations and debates	<ul style="list-style-type: none"> • Speak clearly which can be understood • Speak in front of larger audiences e.g. assemblies • Know when it is their turn to speak in a small group presentation or play performance • Take part in a simple role play of a known story 	<ul style="list-style-type: none"> • Speak confidently with a group of peers to give a clear message • Practise and rehearse reading sentences and stories aloud • Take on a different role in a role play and discuss character's feelings • Recognise sometimes speakers talk different and explore why 	<ul style="list-style-type: none"> • Rehearse reading sentences and stories aloud, taking note of feedback from • Speak regularly in front of large and small audiences. • Participate in role-play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions 	<ul style="list-style-type: none"> • Use intonation when reading aloud to emphasise punctuation • Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. • Take on a specific role in role play/drama activities and participate in focused discussion while remaining in character 	<ul style="list-style-type: none"> • Narrate stories with intonation and expression to add detail and excitement for the listener. • Use feedback from peers and teachers. (and from observing other speakers) to make improvements to performance. • Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. • Take turns, listening carefully to others and politely agreeing or disagreeing with them 	<ul style="list-style-type: none"> • Participate confidently in a range of different performances, roleplay exercises and improvisations • Gain, maintain and monitor the interest of the listener(s). • Select and use appropriate registers for effective communication. • Present a point of view by presenting evidence and using persuasive language with academic topics
Speaking for a range of purposes	<ul style="list-style-type: none"> • Organise thoughts into sentences before expressing them • Describe the immediate world and environment • Retell simple stories and recounts aloud • Orally compose simple sentences 	<ul style="list-style-type: none"> • Talk about self clearly and confidently • Verbally recount experiences with added interesting detail • Offer ideas based on what has been heard • Orally compose multi-clause sentences 	<ul style="list-style-type: none"> • Organise what needs to be said so it has a clear purpose • Begin to give descriptions, recounts and narrative retellings with added details to engage listeners. 	<ul style="list-style-type: none"> • Give descriptions, recounts and narrative retellings with specific details to actively engage listeners. • Debate issues and make their opinions on topics clear • Adapt their ideas in response to new information. 	<ul style="list-style-type: none"> • Plan and present information clearly with ambitious added detail and description for the listener. • Participate in debates/arguments and use relevant details to support their opinions and add humour where appropriate • Regularly consider sentence construction, grammar and vocabulary orally before writing. 	<ul style="list-style-type: none"> • Articulate and justify arguments and opinions with confidence. • Give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. • Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.