

Coverage of the National Curriculum for England

Year 6, Autumn Term, Weeks 1–5

Reading – Comprehension

Text	Oliver Twist																													
	1					2					3					4					5									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																														
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓				✓	✓		
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.		✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓	✓			✓					✓			
recommending books that they have read to their peers, giving reasons for their choices.																							✓		✓					
identifying and discussing themes and conventions in and across a wide range of writing.		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓				✓	✓		
making comparisons within and across books.		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓				✓	✓		

Text	Oliver Twist																								
Week	1					2					3					4					5				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to understand what they read by:																									
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
asking questions to improve their understanding.		✓	✓				✓	✓		✓		✓	✓				✓	✓				✓	✓		✓
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓		
predicting what might happen from details stated and implied.			✓					✓					✓		✓			✓							
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		✓	✓		✓		✓	✓	✓			✓	✓				✓	✓	✓	✓		✓	✓	✓	
identifying how language, structure and presentation contribute to meaning.														✓									✓		✓

Text	Oliver Twist																								
Week	1					2					3					4					5				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to:																									
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
retrieve, record and present information from non-fiction.																									
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.			✓					✓					✓					✓					✓		
explain and discuss their understanding of what they have read including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.			✓					✓					✓					✓					✓		
provide reasoned justifications for their views.			✓					✓					✓					✓					✓		

Spoken Language

Text	Oliver Twist																													
	1					2					3					4					5									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to:																														
listen and respond appropriately to adults and their peers.			✓					✓					✓					✓					✓					✓		
consider and evaluate different viewpoints, attending to and building on the contributions of others.			✓					✓					✓					✓					✓					✓		
select and use appropriate registers for effective communication.			✓					✓					✓					✓					✓					✓		
ask relevant questions to extend their understanding and knowledge.			✓					✓					✓					✓					✓					✓		
articulate and justify answers, arguments and opinions.			✓					✓					✓					✓					✓					✓		
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			✓					✓					✓					✓					✓					✓		
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			✓					✓					✓					✓					✓					✓		
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			✓					✓					✓					✓					✓					✓		
speak audibly and fluently with an increasing command of Standard English.			✓					✓					✓					✓					✓					✓		
participate in discussions, presentations, performances, role play, improvisations and debates.			✓					✓					✓					✓					✓					✓		
gain, maintain and monitor the interest of the listener(s).			✓					✓					✓					✓					✓					✓		

Year 6, Autumn Term, Weeks 6–10

Reading – Comprehension

Text	The Road to Freedom																													
	6					7					8					9					10									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																														
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓		✓	✓		✓		✓	✓		✓		✓	✓		✓
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.		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓		✓	✓	✓			✓	✓	✓			✓	✓	✓	
recommending books that they have read to their peers, giving reasons for their choices.																														
identifying and discussing themes and conventions in and across a wide range of writing.		✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓		✓	✓		✓		✓	✓		✓		✓	✓		✓
making comparisons within and across books.		✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓		✓	✓		✓		✓	✓		✓		✓	✓		✓

Text	The Road to Freedom																								
Week	6					7					8					9					10				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to understand what they read by:																									
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
asking questions to improve their understanding.		✓	✓				✓	✓				✓	✓				✓	✓				✓	✓		✓
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓		✓	✓		✓		✓	✓	✓	
predicting what might happen from details stated and implied.			✓		✓			✓					✓					✓		✓					
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		✓	✓				✓	✓				✓	✓	✓			✓	✓				✓	✓		
identifying how language, structure and presentation contribute to meaning.			✓						✓																

Text	The Road to Freedom																								
Week	6					7					8					9					10				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to:																									
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
retrieve, record and present information from non-fiction.																									
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.			✓					✓					✓					✓					✓		
explain and discuss their understanding of what they have read including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.			✓					✓					✓					✓					✓		
provide reasoned justifications for their views.			✓					✓					✓					✓					✓		

Spoken Language

Text	The Road to Freedom																								
	6					7					8					9					10				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to:																									
listen and respond appropriately to adults and their peers.			✓					✓					✓					✓					✓		
consider and evaluate different viewpoints, attending to and building on the contributions of others.			✓					✓					✓					✓					✓		
select and use appropriate registers for effective communication.			✓					✓					✓					✓					✓		
ask relevant questions to extend their understanding and knowledge.			✓					✓					✓					✓					✓		
articulate and justify answers, arguments and opinions.			✓					✓					✓					✓					✓		
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			✓					✓					✓					✓					✓		
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			✓					✓					✓					✓					✓		
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			✓					✓					✓					✓					✓		
speak audibly and fluently with an increasing command of Standard English.			✓					✓					✓					✓					✓		
participate in discussions, presentations, performances, role play, improvisations and debates.			✓					✓					✓					✓					✓		
gain, maintain and monitor the interest of the listener(s).			✓					✓					✓					✓					✓		

Year 6, Spring Term, Weeks 11–15

Reading – Comprehension

Text	Flood Alert!					From a Railway Carriage					The Red Lady										Haiku Year									
Week	11					12					13					14					15									
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																														
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		✓	✓	✓			✓	✓				✓	✓				✓	✓				✓	✓				✓	✓	✓	
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.		✓	✓	✓			✓	✓	✓	✓		✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓	✓	✓
recommending books that they have read to their peers, giving reasons for their choices.									✓																					
identifying and discussing themes and conventions in and across a wide range of writing.		✓	✓	✓			✓	✓				✓	✓				✓	✓				✓	✓				✓	✓	✓	
making comparisons within and across books.		✓	✓	✓			✓	✓				✓	✓				✓	✓				✓	✓				✓	✓	✓	

Text	Flood Alert!					From a Railway Carriage					The Red Lady					Haiku Year									
Week	11					12					13					14					15				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to understand what they read by:																									
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
asking questions to improve their understanding.		✓	✓				✓	✓				✓	✓				✓	✓				✓	✓		
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		✓	✓	✓			✓	✓				✓	✓				✓	✓				✓	✓	✓	
predicting what might happen from details stated and implied.													✓							✓					
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		✓	✓	✓	✓		✓	✓	✓			✓	✓		✓		✓	✓				✓	✓	✓	
identifying how language, structure and presentation contribute to meaning.			✓					✓	✓	✓					✓								✓	✓	✓

Text	Flood Alert!					From a Railway Carriage					The Red Lady					Haiku Year									
Week	11					12					13					14					15				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to:																									
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
retrieve, record and present information from non-fiction.		✓	✓	✓	✓																				
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.			✓					✓					✓					✓					✓		
explain and discuss their understanding of what they have read including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.			✓					✓					✓					✓					✓		
provide reasoned justifications for their views.			✓					✓					✓					✓					✓		

Spoken Language

Text	Flood Alert!					From a Railway Carriage					The Red Lady					Haiku Year									
Week	11					12					13					14					15				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to:																									
listen and respond appropriately to adults and their peers.			✓					✓					✓					✓					✓		
consider and evaluate different viewpoints, attending to and building on the contributions of others.			✓					✓					✓					✓					✓		
select and use appropriate registers for effective communication.			✓					✓					✓					✓					✓		
ask relevant questions to extend their understanding and knowledge.			✓					✓					✓					✓					✓		
articulate and justify answers, arguments and opinions.			✓					✓					✓					✓					✓		
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			✓					✓					✓					✓					✓		
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			✓					✓					✓					✓					✓		
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			✓					✓					✓					✓					✓		
speak audibly and fluently with an increasing command of Standard English.			✓					✓					✓					✓					✓		
participate in discussions, presentations, performances, role play, improvisations and debates.			✓					✓					✓					✓					✓		
gain, maintain and monitor the interest of the listener(s).			✓					✓					✓					✓					✓		

Year 6, Spring Term, Weeks 16–20

Reading – Comprehension

Text	The Cake Catastrophe										Switched!										Pukka!				
Week	16					17					18					19					20				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																									
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		✓	✓				✓	✓	✓			✓	✓	✓	✓		✓	✓	✓			✓	✓		
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.		✓	✓	✓			✓	✓	✓			✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	
recommending books that they have read to their peers, giving reasons for their choices.										✓										✓					✓
identifying and discussing themes and conventions in and across a wide range of writing.		✓	✓				✓	✓	✓			✓	✓	✓	✓		✓	✓	✓			✓	✓		
making comparisons within and across books.		✓	✓				✓	✓	✓			✓	✓	✓	✓		✓	✓	✓			✓	✓		

Text	The Cake Catastrophe										Switched!										Pukka!				
Week	16					17					18					19					20				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to understand what they read by:																									
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
asking questions to improve their understanding.		✓	✓				✓	✓				✓	✓				✓	✓		✓		✓	✓		
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		✓	✓				✓	✓	✓			✓	✓	✓	✓		✓	✓	✓			✓	✓		
predicting what might happen from details stated and implied.			✓		✓								✓												
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		✓	✓				✓	✓				✓	✓	✓	✓		✓	✓	✓			✓	✓		
identifying how language, structure and presentation contribute to meaning.				✓						✓				✓											✓

Text	The Cake Catastrophe					Switched!					Pukka!														
Week	16					17					18					19					20				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to:																									
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
retrieve, record and present information from non-fiction.																						✓	✓		
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.			✓					✓					✓					✓					✓		
explain and discuss their understanding of what they have read including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.			✓					✓					✓					✓					✓		
provide reasoned justifications for their views.			✓					✓					✓					✓					✓		

Spoken Language

Text	The Cake Catastrophe										Switched!										Pukka!				
Week	16					17					18					19					20				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to:																									
listen and respond appropriately to adults and their peers.			✓					✓					✓					✓					✓		
consider and evaluate different viewpoints, attending to and building on the contributions of others.			✓					✓					✓					✓					✓		
select and use appropriate registers for effective communication.			✓					✓					✓					✓					✓		
ask relevant questions to extend their understanding and knowledge.			✓					✓					✓					✓					✓		
articulate and justify answers, arguments and opinions.			✓					✓					✓					✓					✓		
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			✓					✓					✓					✓					✓		
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			✓					✓					✓					✓					✓		
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			✓					✓					✓					✓					✓		
speak audibly and fluently with an increasing command of Standard English.			✓					✓					✓					✓					✓		
participate in discussions, presentations, performances, role play, improvisations and debates.			✓					✓					✓					✓					✓		
gain, maintain and monitor the interest of the listener(s).			✓					✓					✓					✓					✓		

Year 6, Summer Term, Weeks 21–25

Reading – Comprehension

Text	Beyond the Horizon																								
	21					22					23					24					25				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																									
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		✓	✓	✓	✓		✓	✓	✓			✓	✓				✓	✓	✓	✓		✓	✓		
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.		✓	✓		✓		✓	✓	✓	✓		✓	✓	✓			✓	✓				✓	✓		
recommending books that they have read to their peers, giving reasons for their choices.																									✓
identifying and discussing themes and conventions in and across a wide range of writing.		✓	✓	✓	✓		✓	✓	✓			✓	✓				✓	✓	✓	✓		✓	✓	✓	
making comparisons within and across books.		✓	✓	✓	✓		✓	✓	✓			✓	✓				✓	✓	✓	✓		✓	✓	✓	

Text	Beyond the Horizon																								
Week	21					22					23					24					25				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to understand what they read by:																									
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
asking questions to improve their understanding.		✓	✓				✓	✓				✓	✓				✓	✓	✓			✓	✓		✓
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		✓	✓	✓	✓		✓	✓	✓			✓	✓				✓	✓	✓	✓		✓	✓	✓	
predicting what might happen from details stated and implied.			✓					✓					✓					✓							
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		✓	✓		✓		✓	✓				✓	✓	✓	✓		✓	✓		✓		✓	✓	✓	
identifying how language, structure and presentation contribute to meaning.										✓				✓									✓		✓

Text	Beyond the Horizon																								
Week	21					22					23					24					25				
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to:																									
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
retrieve, record and present information from non-fiction.																									
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.			✓					✓					✓					✓					✓		
explain and discuss their understanding of what they have read including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.			✓					✓					✓					✓					✓		
provide reasoned justifications for their views.			✓					✓					✓					✓					✓		

Spoken Language

Text	Beyond the Horizon																								
	21					22					23					24					25				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to:																									
listen and respond appropriately to adults and their peers.			✓					✓					✓					✓					✓		
consider and evaluate different viewpoints, attending to and building on the contributions of others.			✓					✓					✓					✓					✓		
select and use appropriate registers for effective communication.			✓					✓					✓					✓					✓		
ask relevant questions to extend their understanding and knowledge.			✓					✓					✓					✓					✓		
articulate and justify answers, arguments and opinions.			✓					✓					✓					✓					✓		
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			✓					✓					✓					✓					✓		
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			✓					✓					✓					✓					✓		
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			✓					✓					✓					✓					✓		
speak audibly and fluently with an increasing command of Standard English.			✓					✓					✓					✓					✓		
participate in discussions, presentations, performances, role play, improvisations and debates.			✓					✓					✓					✓					✓		
gain, maintain and monitor the interest of the listener(s).			✓					✓					✓					✓					✓		

Year 6, Summer Term, Weeks 26–30

Reading – Comprehension

Text	The Tree										A Tsunami Unfolds														
	26					27					28					29					30				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																									
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
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.		✓	✓	✓			✓	✓	✓			✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	
recommending books that they have read to their peers, giving reasons for their choices.								✓	✓	✓			✓						✓						
identifying and discussing themes and conventions in and across a wide range of writing.		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
making comparisons within and across books.		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓

Text	The Tree										A Tsunami Unfolds														
	26					27					28					29					30				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to understand what they read by:																									
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
asking questions to improve their understanding.		✓	✓				✓	✓				✓	✓				✓	✓				✓	✓		
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
predicting what might happen from details stated and implied.			✓										✓					✓							
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		✓	✓	✓			✓	✓				✓	✓	✓	✓		✓	✓				✓	✓		
identifying how language, structure and presentation contribute to meaning.					✓			✓	✓	✓			✓						✓	✓					

Text	The Tree										A Tsunami Unfolds														
	26					27					28					29					30				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to:																									
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
retrieve, record and present information from non-fiction.												✓	✓	✓	✓		✓	✓				✓	✓		
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.			✓					✓					✓					✓					✓		
explain and discuss their understanding of what they have read including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.			✓					✓					✓					✓					✓		
provide reasoned justifications for their views.			✓					✓					✓					✓					✓		

Spoken Language

Text	The Tree										A Tsunami Unfolds														
	26					27					28					29					30				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to:																									
listen and respond appropriately to adults and their peers.			✓					✓					✓					✓					✓		
consider and evaluate different viewpoints, attending to and building on the contributions of others.			✓					✓					✓					✓					✓		
select and use appropriate registers for effective communication.			✓					✓					✓					✓					✓		
ask relevant questions to extend their understanding and knowledge.			✓					✓					✓					✓					✓		
articulate and justify answers, arguments and opinions.			✓					✓					✓					✓					✓		
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			✓					✓					✓					✓					✓		
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			✓					✓					✓					✓					✓		
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			✓					✓					✓					✓					✓		
speak audibly and fluently with an increasing command of Standard English.			✓					✓					✓					✓					✓		
participate in discussions, presentations, performances, role play, improvisations and debates.			✓					✓					✓					✓					✓		
gain, maintain and monitor the interest of the listener(s).			✓					✓					✓					✓					✓		