



# The Northaw Curriculum

## English speaking

*While he was still speaking, a bright cloud covered them, and a voice from the cloud said, 'This is my Son, whom I love; with him I am well pleased. Listen to him!'*

Matthew 17;5  
New International Version

At Northaw, we aim to follow the statutory national curriculum, guidance on relationships and health education, and framework for the early years foundation stage, and the Church of England statement of entitlement through The Northaw Curriculum, which comprises all learning and other experiences, the hidden curriculum, that we plan for our pupils. Programmes of study are enhanced by added value, learning sequences and progression frameworks.

At Northaw, we see pupils as discoverers, exploring subjects. The core subjects are English, mathematics and science. The other foundation subjects are art and design, computing, design and technology, languages (French), geography, history, music; personal, social, health and economic education (including relationships education), physical education and religious education. They build on the areas of learning and development in the early years foundation stage. The prime areas are communication and language, physical development, and personal, social and emotional development. The specific areas are literacy, mathematics, understanding the world, and expressive arts and design.

At Northaw, we are committed to providing an ambitious, inclusive, broad and balanced curriculum rooted in Christian values that endows every child with the knowledge and cultural capital, skills, understanding and vocabulary to fulfil their potential while nurturing well-being, and prepares them for citizenship, future learning and employment, and lifelong faith. Equally designed to meet the needs of pupils whose attainment is significantly above the expected standard, the particularly disadvantaged and those with SEND, our curriculum is demanding, setting suitable challenges and overcoming would-be barriers to achieve the best possible outcomes consistently for all. Building on our Christian vision, The Northaw Curriculum affords space for a deepening spiritual awareness, the development of moral attitudes and a strengthened sense of community. Coherently sequenced, our curriculum frees teachers to deliver clear, engaging lessons, adapted when necessary to address both gaps and misconceptions, and promote appropriate discussion in environments focused on pupils who produce high-quality work and are supported to retain content and acquire mastery. Phonics and reading are prioritised, allowing pupils to access the full education offer; opportunities to develop fluency in mathematics and English across the curriculum bolstered by enhanced learning powers (the 6Rs) lead to success in life. Integrated with our curriculum, daily acts of collective worship are occasions for personal reflection, communal growth and further exploration of life's big questions, sitting alongside academic progress.

## Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## Added value

At Northaw, the overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The study of English lends itself to the exploration of ethical issues, and students are expected to consider them sensitively. Swapping books, community volunteers listening to early readers, reading champions maintaining the school library and collecting suggestions for new books, fostering links with the village library in Cuffley, and observing major literary events, including Shakespeare Week, the Summer Reading Challenge and World Book Day, nurture a strong reading culture. Children get the practice they need to acquire fluent transcription skills (spelling and handwriting), which is the foundation for their progress in writing. Teachers directly teach sentence construction, control of grammar and syntax, so that pupils can use them with accuracy, confidence and increasing flair. Teachers have high expectations of how pupils apply their writing skills across the curriculum. Every class has an English working wall. Ofsted's research review series and subject report series, and non-statutory guidance (*The reading framework & The writing framework*) have informed our practice in this area.

## Aims

The Northaw Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**This document should be read in conjunction with The Northaw Reading Framework.**

## Early years foundation stage – nursery and reception

### Communication and language

#### *Listening, attention and understanding*

Children at the expected level of development will:

- 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
- make comments about what they have heard and ask questions to clarify their understanding
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### *Speaking*

Children at the expected level of development will:

- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- 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.

Children in nursery will be learning to:	Examples of how we support this:
Enjoy listening to longer stories and can remember much of what happens.  Pay attention to more than one thing at a time, which can be difficult.	Offer children at least a daily story time as well as sharing books throughout the session.  If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt. Suggestion: say the child's name and then: "Please stop and listen".
Use a wider range of vocabulary.  Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".  Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from 'The

	<p>Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.</p> <p>Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?"</p> <p>Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.</p> <p>Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.</p>
<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Consider which core books, songs and rhymes you want children to become familiar with and grow to love.</p> <p>The Book Trust's 'Bookfinder' website can help you to pick high-quality books.</p> <p>Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.</p> <p>Outdoor play themed around 'We're Going on a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.</p>
<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul>	<p>Children may use ungrammatical forms like 'I swimmed'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday".</p> <p>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</p>
<p>Use longer sentences of four to six words.</p>	<p>Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Henna is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"</p>

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<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>Model language that promotes thinking and challenges children: “I can see that’s empty – I wonder what happened to the snail that used to be in that shell?”</p> <p>Open-ended questions like “I wonder what would happen if....?” encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc.</p> <p>Help children to elaborate on how they are feeling: “You look sad. Are you upset because Jasmin doesn’t want to do the same thing as you?”</p>
<p>Children in reception will be learning to:</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p>	<p>Examples of how we support this:</p> <p>Promote and model active listening skills: “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.”</p> <p>Signal when you want children to listen: “Listen carefully now for how many animals are on the broom.”</p> <p>Link listening with learning: “I could tell you were going to say the right answer, you were listening so carefully.”</p> <p>Identify new vocabulary before planning activities, for example, changes in materials: ‘dissolving’, ‘drying’, ‘evaporating’; in music: ‘percussion’, ‘tambourine’.</p> <p>Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.</p> <p>Discuss which category the word is in, for example: “A cabbage is a kind of vegetable. It’s a bit like a sprout but much bigger”.</p> <p>Have fun saying the word in an exaggerated manner.</p> <p>Use picture cue cards to talk about an object: “What colour is it? Where would you find it? What shape is it? What does it smell</p>

	<p>like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"</p>
<p>Use new vocabulary through the day.</p>	<p>Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?"</p> <p>Use the vocabulary repeatedly through the week.</p> <p>Keep a list of previously taught vocabulary and review it in different contexts.</p>
<p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Show genuine interest in knowing more: "This looks amazing, I need to know more about this."</p> <p>Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."</p>
<p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Use complete sentences in your everyday talk.</p> <p>Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.</p> <p>Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."</p> <p>Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?"</p> <p>Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?"</p> <p>Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right:</p>

	<p>you drank your milk quickly; you were quicker than Darren.”</p>
<p>Connect one idea or action to another using a range of connectives.</p>	<p>Narrate events and actions: “I knew it must be cold outside because he was putting on his coat and hat.”</p> <p>Remind children of previous events: “Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!”</p> <p>Extend their thinking: “You’ve thought really hard about building your tower, but how will you stop it falling down?”</p>
<p>Describe events in some detail.</p>	<p>Make deliberate mistakes highlighting to children that sometimes you might get it wrong: “It’s important to get things in the right order so that people know what I’m talking about. Listen carefully to see if I have things in the right order: ‘last week...’</p> <p>Use sequencing words with emphasis in your own stories: “Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I’m so full!”</p>
<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Think out loud how to work things out.</p> <p>Encourage children to talk about a problem together and come up with ideas for how to solve it.</p> <p>Give children problem solving words and phrases to use in their explanations: ‘so that’, ‘because’, ‘I think it’s...’, ‘you could...’, ‘it might be...’</p>
<p>Develop social phrases.</p>	<p>Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>
<p>Engage in storytimes.</p>	<p>Timetable a storytime at least once a day.</p> <p>Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories.</p> <p>Choose books that will develop their vocabulary.</p> <p>Display quality books in attractive book corners.</p> <p>Send home familiar and good-quality books for parents to read aloud and talk about with their children.</p>

	<p>Show parents how to share stories with their children.</p>
<p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Read and re-read selected stories.</p> <p>Show enjoyment of the story using your voice and manner to make the meaning clear.</p> <p>Use different voices for the narrator and each character.</p> <p>Make asides, commenting on what is happening in a story: “That looks dangerous – I’m sure they’re all going to fall off that broom!”</p> <p>Link events in a story to your own experiences.</p> <p>Talk about the plot and the main problem in the story.</p> <p>Identify the main characters in the story, and talk about their feelings, actions and motives.</p> <p>Take on different roles in imaginative play, to interact and negotiate with people in longer conversations.</p> <p>Practise possible conversations between characters.</p>
<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Make familiar books available for children to share at school and at home.</p> <p>Make time for children to tell each other stories they have heard, or to visitors.</p>
<p>Use new vocabulary in different contexts.</p>	<p>Have fun with phrases from the story through the day: “I searched for a pencil, but no pencil could be found.”</p> <p>Explain new vocabulary in the context of story, rather than in word lists.</p>
<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.</p> <p>Model noticing how some words sound: “That poem was about a frog on a log; those words sound a bit the same at the end don’t they? They rhyme.”</p>

	<p>In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next.</p> <p>Encourage children to have fun with rhyme, even if their suggestions don't make complete sense.</p> <p>Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.</p>
<p>Learn rhymes, poems and songs.</p>	<p>Select traditional and contemporary poems and rhymes to read aloud to children.</p> <p>Help children to join in with refrains and learn some verses by heart using call and response.</p> <p>When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear?"</p> <p>Oncesuppona time: once – upon – a – time."</p>
<p>Engage in non-fiction books.</p>	<p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p> <p>Make the books available for children to share at school and at home.</p>

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject content

### Key stages 1 and 2 – years 1 to 6

#### Key stages 1 and 2 programme of study

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- 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)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

#### Notes and guidance

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

## Key stage 1 progression framework

### Year 1

#### *Listening and responding*

- maintains eye contact
- listens with periods of sustained concentration
- demonstrates active listening by the detail provided when responding to and answering questions
- takes some account of other speakers' comments, e.g. in paired work
- listens to and follows 2 to 3 part instructions in familiar contexts
- uses single clause sentences and multi-clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because) to help explain or justify an event
- some developmental grammatical features remain in everyday talk, e.g. past tense formation, plurals ('wented', 'mouses')
- usually keeps to a topic and can be easily prompted to move on if required
- demonstrates some interaction with speaker by adding to shared ideas
- describes a problem in their own words
- uses talk rather than actions to resolve a problem

#### *Questioning*

- asks questions to find out specific information including 'How' and 'Why'
- answers simple 'How' or 'Why' questions
- answers justified using the word 'because'
- when prompted, draws on observations, ideas and simple secondary sources to suggest answers to questions
- raises and answers questions linked to topics of interest/study or to personal experience
- when prompted, poses 'What if?' questions during practical problem solving opportunities

#### *Oral rehearsal/presenting*

- occasional changes to language according to speaking partner(s), e.g. family and friends, teachers, others
- joins in with repetitive refrains
- recites poetry by heart
- orally rehearses in preparation for writing
- re-tells familiar stories using story language
- recounts personal experiences with some detail
- role-plays to explore characters and the language they use
- reading aloud is audible for the listener
- speaks clearly with occasional errors when reporting own and others' views to the class

#### *Talking with others*

- takes turns in group conversations
- understands agreed group discussion guidelines
- sometimes expresses a view/opinion

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### *Vocabulary*

- increases vocabulary using words provided by adults, discussions and environmental stimuli
- discusses word meanings
- develops synonyms for existing vocabulary
- uses sequencing language to order events
- with support uses comparative language to describe changes, patterns and relationships
- uses some technical terminology across the curriculum

### Year 2

#### *Listening and responding*

- listens with periods of sustained concentration when more than one person is speaking
- recalls and conveys simple information clearly
- makes comments when the detail provided is unclear
- listens attentively in discussion by following up points
- listens to and follows 2 to 3 part instructions
- keeps to a topic
- considers and offers alternative viewpoints
- some development of speaker's main ideas through e.g. repetition, paraphrasing and questioning
- explains their preferences/choices
- generally sequences talk to help the listener
- extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after

#### *Questioning*

- asks questions for clarification and understanding (linked to age related context)
- questions asked relate to the learning
- asks and answers questions to aid problem solving
- answers justified using evidence from the context
- poses 'What if?' questions during practical problem solving opportunities

#### *Oral rehearsal/presenting*

- uses verb tenses/forms increasingly accurately for spoken standard English
- retells a range of stories using some of their own words
- recites poetry by heart with appropriate intonation to make the meaning clear
- orally rehearses planning and writing
- experiments with a variety of levels of formality when talking with different people
- speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud
- speaks clearly and audibly to a group
- sometimes uses voice, gesture or movement, in role play and improvisation
- appropriately responds to others in role helping to sustain the scenario
- talks about what they have found out and how they have found it out

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### *Talking with others*

- takes turns and occasionally asks questions as well as offering ideas
- under guidance, follows agreed group discussion guidelines
- occasionally begins a group discussion

### *Vocabulary*

- uses comparative language to describe changes, patterns and relationships
- increases vocabulary using words provided by adults, discussions and environmental stimuli
- discusses and clarifies word meanings, including favourite words and phrases
- begins to select appropriate synonyms
- uses some technical terminology accurately and precisely across the curriculum

## **Lower key stage 2 progression framework**

### *Listening and responding*

- sustains listening to a variety of sources, making notes if required
- focuses listening on main source by tuning out of distractions
- listens to key information and makes relevant, related comments
- demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation
- follows longer instructions that are not familiar
- builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others
- demonstrates increased clarity and precision of ideas e.g. through the use of relative clauses
- explains or gives reasons for their views or choices
- may introduce some new material or ideas
- adds detail or leaves information out according to how much is already known by the listener
- provides critical feedback constructively
- explains a process ensuring ideas are clearly sequenced

### *Questioning*

- sometimes develops speaker's main ideas through questioning
- asks questions for clarification and understanding (linked to age related context)
- poses 'What if?' questions that may change the outcome or direction of the problem
- poses and answers questions that will help make sense of a problem
- asks and answers questions using modal verbs and adverbs to indicate degrees of possibility
- when answering, refers back to and rephrases evidence from the context

### *Oral rehearsal/presenting*

- shows an awareness of spoken standard English required for formal contexts
- reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action
- uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue)

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- begins to adapt register in response to changing context and audience, e.g. switching between talk to friends and to school visitor
- performs stories and poems, identifying appropriate expression, tone, volume and use of voices
- participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates
- reports on findings from investigations (e.g. maths and science)

### *Talking with others*

- follows agreed group discussion guidelines
- works in groups with minimum supervision
- follows up others' points and shows whether they agree or disagree in a whole-class discussion
- makes generally relevant comments which add to ideas or suggests alternatives

### *Vocabulary*

- builds a varied and rich vocabulary with greater independence
- discusses and clarifies word meanings including homonyms which depend on context
- considers shades of meaning when discussing synonyms
- links events using a wider range of conjunctions and adverbs
- uses technical terminology accurately and precisely across most areas of the curriculum

## **Upper key stage 2 progression framework**

### *Listening and responding*

- maintains interest and attention when listening to a variety of complex and sometimes challenging ideas/sources: determining key information
- demonstrates attentive and sustained listening by building on others' ideas by agreeing or disagreeing
- recognises specific points from the speaker that are then challenged courteously for greater clarity/detail/accuracy
- incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener
- demonstrate connections with other ideas and draws on different points of view when responding
- anticipates the listener's response and makes use of counter arguments
- expresses ideas and feelings with clarity and precision
- uses a variety of ways to criticise constructively and respond to critique

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### *Questioning*

- develops own lines of enquiry
- deepens understanding by questioning the given information
- questions introduce new ideas/material
- supports others to develop their understanding through questioning
- understands which questions will develop learning/understanding
- when answering, refers to evidence and communicates ideas with precision/clarity for given audience

### *Oral rehearsal/presenting*

- generally selects spoken standard English appropriately with few exceptions
- effectively uses intonation, tone, volume and action when speaking or performing publicly so that meaning is clear to the audience
- presents findings from enquiries, including conclusions, causal relationships and results
- some deliberate shaping of talk for listener, with variation in emphasis or gesture for clarity and effect
- presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language

### *Talking with others*

- builds on their own and others' ideas and challenges views courteously
- sustained contributions draw ideas together and promotes effective discussion
- influences direction of talk
- negotiates and makes decisions taking account of alternatives and consequences

### *Vocabulary*

- builds a varied and rich vocabulary, includes constructions used for formal language
- discusses and clarifies word meanings, uses a wider range of synonyms precisely and effectively
- selects appropriate synonym according to audience and purpose
- incorporates a varied and rich vocabulary from a wide range of written and oral contexts
- uses a range of cohesive devices to link ideas
- uses technical terminology accurately and precisely across the curriculum
- debates specific points effectively and maintains a focus on the topic