

Long Term Plan: English
Year group: Y5 History: Anglo-Saxons and the Scots Term: Autumn 1

Handwriting and Presentation (evidence to be seen across all genres)

- Pupils should be taught to write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices
- Deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

Term Anchor Te	xt Supplementary	Reading	SPAG	Writing	Class
	texts	objectives		objectives	Readers
Term 1 'Beowulf' – b Michael Murporgo Weeks	y Smashing Saxons (Horrible Histories) Alwin's Secret – Diary CS	Asking questions to improve their understanding.  Vocabulary Checking that the book makes sense to them,	Use <b>subordinating conjunctions</b> in varied positions.  Use <b>expanded noun phrases</b> to inform.	Writing to eInform-Newspaper Article - Writing to inform Newspaper report on Anglo Saxons invasion to England (Hengist and Horsa CGPp.11) plus	All the Things that Could go wrong –
1-3 Newsp aper  Weeks 4-7 Charac ter descrip tion	Anglo-Saxon Boy by Tony Bradman )Prologue and Ch 1 extract)  Anglo-Saxon NF texts  Anglo-Saxons The Study Book - CGP	discussing their understanding and exploring the meaning of words in context.  Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.  Prediction  Prediction  Predicting what might happen from details stated	Use relative clauses to add further detail beginning with who, which, where, when, whose, that or with an applied (omitted) relative pronoun.  Begin to use colons to link related clauses.  Adverbials: meanwhile, at first, after, furthermore, despite, as a result, consequently, due to, for example.  Conjunctions: when, before, after, while, because, if, although, as.	images Writing to entertain - Narrative - Character Description - Writing to entertain  Paragraphs used to group related ideas and to organize in time sequence.  Headings / subheadings  Use of technical vocabulary	Stewart Foster  The Wolf Wilder by Kathrine Rundell  The Breadwinner by Deborah Ellis
	Ross Welford  BBC Life in Anglo-Saxon Britian https://www.bbc.co.uk/ teach/class-clips- video/story-of-britain- anglo-saxon- britain/zdh2t39  The Viking and Anglo- Saxon Struggle for England  Anglo-Saxon and Viking Britain  The History Detectives Investigate: The Anglo Saxons	and implied.  Retrieve Retrieve, record and present information from non-fiction.  Summarise Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.  Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Brackets or dashes or commas to explain technical vocabulary and to indicate parenthesis.  Recognising vocabulary and structures that are appropriate for formal speech  Subordinate clauses to add detail or context.  Wide range of sentence structures to add interest.  Adverbials: meanwhile, later that day, silently, within moments, all night, nearby, under the treetops, -ing, openers, -ed openers.  Conjunctions – if, when, because, while, as, until, whenever, once, since, although, unless, rather.  All sentences will be accurately punctuated throughout writing.	Use a range of tenses to indicate timing, sequence etc  Detailed descriptions  Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.  . identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  . noting and developing initial ideas, drawing on reading and research where necessary  Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	The Infinite Lives of Masie Day by Christopher Edge  Jelly by Jo Coterill  Flour Babies by Anne Fine

- 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, roleplay/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.



# **Geography: Locational Knowledge**

# Handwriting and Presentation (evidence to be seen across all genres)

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Term	Anchor	Supplementary	Reading	SPAG	Writing	Class
	Text	texts	objectives		objectives	readers
1 – 4 Narrative Writing Week 5-7 Persuasive Writing – Travel Writing linked to topic.	The Mysteries of Harris Burdick by Chris Van		Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes.  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.  Vocabulary Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.  Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Explain Identifying how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	All sentences will be accurately punctuated throughout writing.  Use ?! for rhetorical questions.  Wide range of sentence structures to add interest.  Use short sentences for emphasis.  Conjunctions — if, when, because, while, as, until, whenever, once, since, although, unless, rather, even if, rather, whereas, in order to, whenever, whether  Subordinate clauses to add detail or context.  Adverbials: firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion, meanwhile, later that day, silently, within moments, all night, nearby, under the treetops, -ing, openers, -ed openers.  Use adverbials to convey sense of certainty.  Relative clauses to add detail or context.  Brackets or dashes or commas to explain technical vocabulary and to indicate parenthesis.  Use imperative and modal verbs or adverbs to	Objectives  Writing to entertain - Create a narrative using suspense. Features of a narrative. Writing to inform/persuade - Travel writing- writing to persuade features.  Use a range of tenses to indicate timing, sequence etc  Detailed description  Headings/sub headings  Plan their writing by: - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Draft and write by: - in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages Use paragraphs to organise in time sequence - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader.  Evaluate and edit by:	
			Making comparisons within and across books.  Identifying and discussing themes and conventions in and across a wide range of writing.  Distinguish between statements of fact and opinion.	convey urgency and to indicate degrees of possibility.	- assessing the effectiveness of their own and others' writing.	

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- 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, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
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- Select and use appropriate registers for effective communication.



# **Long Term Plan: English**

Year group: Y5 History: Vikings

Handwriting and Presentation (evidence to be seen across all genres)

- Pupils should be taught to write legibly , fluently and with increasing speed by:

Term: Spring 1

- Choosing which shape of a letter to use when given choices
- Deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

Term	Anchor	Supplementary	Reading	SPAG	Writing	Class
	Text	texts	objectives		objectives	reader
Weeks 1	The Saga of	You wouldn't want to	Checking that the book makes sense to them,	Subordinate clauses to add detail or context.	Writing to inform - Balanced argument – Should the	All the
-3	Erik the	be a Viking by Andrew	discussing their understanding and exploring		Vikings have invaded Britain?	Things that
Balanced	Viking by	Langley	the meaning of words in context.	Use relative clauses to add further detail beginning with	Writing to entertain -Narrative Poetry – Viking Saga	Could go
Argument	Terry Jones			who, which, where, when, whose, that or with an applied	or tale	wrong –
		Eyewitness Guide:	Asking questions to improve their	(omitted) relative pronoun and to provide supporting		Stewart
Weeks 4-		Viking	understanding.	detail.	ensuring the consistent and correct use of tense	Foster
6		Vikings by Philip			throughout a piece of writing and use a range of	
Narrative		Wilkinson	Vocabulary	Wide range of sentence structures to add interest.	tenses to indicate timing, sequence etc.	The Wolf
Poetry		Wilkinson	Checking that the book makes sense to them,			Wilder by
		I was There: Vikings	discussing their understanding and exploring	Adverbials: meanwhile, later that day, silently, within	Ensuring correct subject and verb agreement when	Kathrine
		· ·	the meaning of words in context.	moments, all night, nearby, under the treetops, -ing,	using singular and plural, distinguishing between the	Rundell
		100 Facts: Vikings		openers, -ed openers, firstly, furthermore, in addition,	language of speech and writing and choosing the	
			Apply their growing knowledge of root words,	however, nevertheless, therefore, consequently, in	appropriate register and maintaining	The
		The Orchard Book of	prefixes and suffixes (morphology and	conclusion.	formal/impersonal tone.	Breadwinne
		Vikings by	etymology), as listed in English Appendix 1,			by Deborah
		Swindells/Utton	both to read aloud and to understand the	Conjunctions – if, when, because, while, as, until,	Appropriate use of cohesive devices and may include	Ellis
		Lucas the area Militina	meaning of new words that they meet.	whenever, once, since, although, unless, rather, if,	a glossary	
		I was there: Viking Invasion		because, although, unless, since, even if, rather, whereas,		The Infinite
		IIIVdSIOII	Retrieve	in order to, whenever, whether.	Use of the subjunctive form where needed.	Lives of
		The Vicious Vikings by	Retrieve, record and present information from	All sentences will be accurately punctuated throughout		Masie Day
		Terry Deary	non-fiction.	writing.	Use paragraphs to organize in time sequence and to	by
		,,	1.6.	Here would be decreased at	structure arguments.	Christopher
		I was there1066	Infer	Use modal verbs accurately	Diagraphic in the state of the	Edge
		Viking Raiders by Karen	Drawing inferences such as inferring	Funended never physics to convey complicated	Plan their writing by: - identifying the audience for and the purpose of	Jolly, by Jo
		Wallace	characters' feelings, thoughts and motives	Expanded noun phrases to convey complicated		Jelly by Jo Coterill
			from their actions, and justifying inferences with evidence.	information concisely.	writing, selecting the appropriate form and using other similar writing as models for their own.	Coteriii
		The Battle of Hastings	with evidence.	Breakets and deshes for maranthasis	other similar writing as models for their own.	Flour Babie
		by Gillian Clements	Summarise	Brackets and dashes for parenthesis.	Evaluate and edit by:	by Anne
		The Secrets of the	Summarising the main ideas drawn from more	Semi-colon to mark related clauses.	- proposing changes to vocabulary, grammar and	Fine
		Bayeux Tapestry	than 1 paragraph, identifying key details that	Semi-colon to mark related clauses.	punctuation to enhance effects and clarify meaning.	rine
		bayeux rapestry	support the main ideas.	Use <b>commas</b> to mark related clauses.	- assessing the effectiveness of their own and others'	delete as
		Viking	support the main ideas.	Ose <b>commas</b> to mark related clauses.	writing.	appropriate
		***************************************		Using <b>semi colons, colons or dashes</b> to mark boundaries	-Proofread for spelling and punctuation errors	арргорпасе
		William the Conqueror		between independent clauses.	-1 Toon ead for spenning and punctuation errors	
		and the Battle of		between macpendent dauses.	Perform their own compositions, using appropriate	
		Hastings		Recognising vocabulary and structures that are	intonation, volume and movement so that meaning is	
				appropriate for formal speech and writing.	clear.	
		Who were the Vikings?		appropriate for formal specentalia writing.	Sicol.	
		History Dudes: Vikings				
		by Rich Cando				

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**Long Term Plan: English** 

**Year group:** Y5 **Topic**: Human and Physical Geography - Lincolnshire

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Term: Spring 2

- Choosing the writing implement that is best suited for a task.

Term	Anchor Text	Supplementary	Reading	SPAG	Writing	Class
		texts	objectives		objectives	readers
Week 1-4 Narrative –	'There's a boy in the girl's	The True Story of the Three Little	Vocabularly Apply their growing knowledge of root	All sentences will be accurately punctuated throughout writing.	Writing to entertain - Diary entry from another character's perspective including s character	All the Things that Could go
another	bathroom' by	Pigs by Jon	words, prefixes and suffixes (morphology	writing.	description	wrong –
perspective	Louis Sachar	Scieszka (perspective	and etymology), as listed in English Appendix 1, both to read aloud and to	Different types of sentence openers	Writing to persuade - persuasive letters about the school/local area	Stewart Foster
Week 5-6		wagoll)	understand the meaning of new words that	Subordinate clauses and Relative clauses to add detail or		
Persuasive letter		,	they meet.	context.	Use a range of tenses to indicate timing, sequence, etc	The Wolf Wilder by
			Checking that the book makes sense to	Wide range of sentence structures to add interest.		Kathrine
			them, discussing their understanding and		Paragraphs used to group related ideas and to	Rundell
			exploring the meaning of words in context.	Adverbials: Use of Fronted adverbial phrases	organise in time sequence. Sections may contain	
				Time connectives and meanwhile, later that day, silently,	more than one paragraph	The
			Prediction	within moments, all night, nearby, under the treetops, -ing,		Breadwinner
			Predicting what might happen from details stated and implied.	openers, -ed openers.	Use of technical vocabulary	by Deborah Ellis
				Conjunctions – if, when, because, while, as, until,	Detailed description	
			Infer	whenever, once, since, although, unless, rather.		The Infinite
			Drawing inferences such as inferring		Plan their writing by:	Lives of
			characters' feelings, thoughts and motives	Children understand the terms and can identify <b>Proper</b>	- in writing narratives, considering how authors have	Masie Day by
			from their actions, and justifying inferences with evidence.	nouns and Abstract nouns	developed characters and settings in what pupils have read, listened to or seen performed.	Christopher Edge
				Children have an understanding of the terms Third person,	- identifying the audience for and purpose of the	
			Explain Identifying how language, structure and	First Person, second person, Past tense, present tense and future tense.	writing, selecting the appropriate form and using other similar writing as models for their own.	Jelly by Jo Coterill
			presentation contribute to meaning.		- noting and developing initial ideas, drawing on	
			Diagram and analysis have a three ver	Use of <b>figurative language</b> : Personification, Metaphors,	reading and research where necessary.	Flour Babies
			Discuss and evaluate how authors use	Alliteration, Similes	Draft and edit by:	by Anne Fine
			language, including figurative language, considering the impact on the reader.	Emotive language to engage and elicit a response from the	- using a wide range of devices to build cohesion	delete as
			·	reader.	within and across paragraphs.	appropriate
			Identifying how language, structure and presentation contribute to meaning.	Brackets or dashes to explain technical vocabulary	- using further organisational and presentational devices to structure text and to guide the reader.	
				Indicate grammatical and other features by using commas	Perform their own compositions, using appropriate	
				to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity.	intonation, volume and movement so that meaning is clear.	

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Term: Summer 1

# Long Term Plan: English

Year group: Y5 History: The Normans (Lincoln Castle)

Term	Anchor	Supplementary	Reading	SPAG	Writing	Class
	Text	texts	objectives		objectives	readers
Week 1 – 3	I was there:	Witness Guides:	Continue to read and discuss an	Use <b>subordinating conjunctions</b> in varied positions.	Writing to inform: Explanation text / Non	All the Things
Non	1066 by Jim	Knights	increasingly wide range of fiction,		chronological report	that Could go
Chronological	Eldridge		poetry and plays that are structured in	Use <b>expanded noun phrases</b> to inform.	Writing to entertain: Play scripts	wrong –
report on		100 Facts: Knights and	different ways and read for a range of			Stewart
incoln Castle		Castles	purposes.	Use <b>relative clauses</b> to add further detail.	Paragraphs used to group related ideas	Foster
Week 4-5		The Battle of Hastings	Provide reasoned justifications for	Begin to use <b>colons</b> to link related clauses.	Headings/ sub-headings and sections may	The Wolf
Playscript		by Gillian Clements	their views.		contain more than one paragraph.	Wilder by
about a				Adverbials: meanwhile, at first, after, furthermore,		Kathrine
Norman		Castles and Knights by	Retrieve	despite, as a result, consequently, due to, for	Use of technical vocabulary, may include a	Rundell
Event		Philip Steele	Retrieve, record and present	example.	glossary	
			information from non-fiction.			The
		The Pitkin Guide to		Conjunctions: when, before, after, while, because, if,		Breadwinner
		The Normans	Distinguish between statements of fact	although, as.	Plan their writing by:	by Deborah
			and opinion.		identifying the audience and purpose of the	Ellis
		Norman Invaders and		<b>Brackets</b> or <b>dashes</b> to explain technical vocabulary.	writing, selecting the appropriate form and using	
		Settlers	Infer		other similar writing as models for their own.	The Infinite
			Drawing inferences such as inferring	Use the <b>perfect from of verbs</b> to mark relationships	<ul> <li>noting and developing initial ideas, drawing on</li> </ul>	Lives of
		Castles	characters' feelings, thoughts and	of time and cause.	reading and research where necessary.	Masie Day by
			motives from their actions, and			Christopher
		Playscript Wagolls	justifying inferences with evidence.	Punctuating <b>bullet points</b> consistently	Draft and edit by:	Edge
					- using a wide range of devices to build cohesion	
		Non-chronological	Prediction	Exclamation sentences with exclamation marks	within and across paragraphs.	Jelly by Jo
		reports wagolls	Predicting what might happen from		- using further organisational and presentational	Coterill
			details stated and implied.	Colons	devices to structure text and to guide the	
					reader.	Flour Babies
			Summarise	Stage directions		by Anne Fine
			Summarising the main ideas drawn		Perform their own compositions, using	
			from more than 1 paragraph,	Informal Speech	appropriate intonation, volume and movement	delete as
			identifying key details that support the		so that meaning is clear.	appropriate
			main ideas.	Brackets		
				Hyphens		
				Short sentences		

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Term: Summer 2

# **Long Term Plan: English**

Year group: Y5 Topic: Space

Term	Anchor Text	Supplementary	Reading	SPAG	Writing	Class
		texts	objectives		objectives	readers
Week 1 –	Pandora	Mae Jameson	Retrieve	Different types of sentence openers	Writing to inform - Biographies (Astronauts)	All the Things
4	(Literacy Shed)	Biography Wagoll	Retrieve, record and present		Writing to entertain - Diary writing/Survival guide	that Could go
biography			information from non-fiction.	Use <b>modal verbs</b> accurately.		wrong –
of		Space non fiction			Appropriate use of cohesive devices.	Stewart
Astronaut		books	Infer	Relative clauses to provide supporting detail.		Foster
			Drawing inferences such as inferring		Use of the subjunctive form where needed.	
Week 5-7			characters' feelings, thoughts and	Expanded noun phrases		The Wolf
narrative			motives from their actions, and		Use paragraphs to structure arguments.	Wilder by
writing			justifying inferences with evidence.	Adverbials, Fronted adverbial phrases and time		Kathrine
				connectives: firstly, furthermore, in addition,	Maintain formal/impersonal tone.	Rundell
			Participate in discussions about	however, nevertheless, therefore, consequently, in		
			books that are read to them and	conclusion.	Plan their writing by:	The
			those that they can read for		- identifying the audience and purpose of the writing,	Breadwinner
			themselves, building on their own	Conjunctions: if, because, although, unless, since,	selecting the appropriate form and using other similar writing	by Deborah
			and others' ideas and challenging	even if, rather, whereas, in order to, whenever,	as models for their own	Ellis
			views courteously.	whether.	- noting and developing initial ideas, drawing on reading and	The Infinite
			Provide reasoned justifications for	Brackets and dashes for parenthesis.	research where necessary	Lives of Masie
			their views.	brackets and dashes for parentnesis.	Draft and edit by:	Day by
			tileli views.	Semi-colon to mark related clauses.	- selecting appropriate grammar and vocabulary,	Christopher
				Semi-colon to mark related clauses.	understanding how such choices can change and enhance	Edge
				Use <b>commas</b> to mark related clauses.	meaning.	Luge
				osc commas to mark related clauses.	meaning.	Jelly by Jo
				Use a <b>colon</b> to introduce a list.	Evaluate and edit by:	Coterill
				ose a colon to marodace a list.	- assessing the effectiveness of their own and others' writing.	Cotterini
				Formal/Informal language choice	- Proofread for spelling and punctuation errors.	Flour Babies
					- ensuring correct subject and verb agreement when using	by Anne Fine
				Using <b>emotive language</b> to engage the reader.	singular and plural, distinguishing between the language of	.,
				and an area of the second of t	speech and writing and choosing the appropriate register.	delete as
				Use of <b>figurative language</b> : Personification,	, or a second second	appropriate
				Metaphors, Alliteration, Similes		

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- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/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.