



listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently	discuss what he/she has written with the teacher or other pupils
discuss the significance of the title and events	read aloud his/her writing clearly enough to be heard by the group and the teacher
recite some poems and rhymes by heart	recognise and use language relating to dates, including days of the week, weeks, months and years
participate in discussion about what is read to him/her, taking turns and listening to what others say	use the language of time (including telling the time throughout the day first using o'clock and then half past)
explain clearly his/her understanding of what is read to him/her	describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside
say out loud what he/she is going to write about	discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than
compose a sentence orally before writing it	in working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language)