

All Saints Catholic Primary School

Subject specific knowledge, core learning and progression of content



English	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
Area of Study:			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Word Reading		Decoding					
	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for the</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p>Read simple phrases and sentences made up of words with known</p>	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>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.</p>		

	letter–sound correspondences and, where necessary, a few exception words.				
RANGE OF READING					
	Re-read phonetically appropriate books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a 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	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 making comparisons within and across books
FAMILIARITY WITH TEXTS					
becoming very familiar with key stories, fairy stories and traditional tales recognising and joining in with repeated phrases and rhyme	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books	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 identifying and discussing themes and conventions in and across a wide range of writing	
POETRY AND PERFORMANCE					
		learning to appreciate rhymes and poems, and to recite some by heart	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry [for example, free verse, narrative poetry]	learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
WORD MEANINGS					

		discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	using dictionaries to check the meaning of words that they have read	
			discussing their favourite words and phrases		
Comprehension		UNDERSTANDING			
Engage in extended conversations about stories, learning new vocabulary	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	drawing on what they already know or on background information and vocabulary provided by the teacher	discussing the sequence of events in books and how items of information are related	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and	checking that the text makes sense to them as they read and correcting inaccurate reading	drawing on what they already know or on background information and vocabulary provided by the teacher	asking questions to improve their understanding of a text	asking questions to improve their understanding
		checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them as they read and correcting inaccurate reading	identifying main ideas drawn from more than one paragraph and summarising these	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

	during role play.				
INFERENCE					
	discuss the significance of titles and events making inferences on the basis of what's being said or done	making inferences on the basis of what's being said or done answering and asking questions	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
PREDICTION					
	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	
AUTHORIAL INTENT					
			discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning	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	
NON-FICTION					
		introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction	
DISCUSSING READING					
	participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	recommending books that they have read to their peers, giving reasons for their choices 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	

					<p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views.</p>
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English	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key stage 2		
Area of Study:	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Writing	HANDWRITING								
	Write some letters accurately	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write 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 that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>			
	SPELLING								
	Use some of their	Form lower-case and	words containing each of the 40+ phonemes taught	segmenting spoken words into phonemes	spell further homophones	spell words that are often misspelt (Appendix 1)	spell some words with 'silent' letters		

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<p>print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name</p>	<p>capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>	<p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>adding -s and -es to words (plural of nouns and the third person singular of verbs)</p> <p>adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>using the prefix -un</p> <p>apply simple spelling rules and guidance from Appendix 1</p>	<p>and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learning to spell common exception words</p> <p>distinguishing between homophones and near-homophones</p> <p>learning the possessive apostrophe</p> <p>learning to spell more words with contracted forms</p> <p>add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>apply spelling rules and guidelines from Appendix 1</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>		
SENTENCE STRUCTURE							
		<p>use simple sentence structures</p> <p>use the joining word (conjunction) 'and' to link ideas and sentences.</p>	<p>use co-ordination (or/and/but) and some subordination (when/if/that/because).</p> <p>use expanded noun phrases to describe and specify</p>	<p>extend the range of sentences with more than one clause using a wider range of conjunctions including when, if, because, and although.</p>	<p>expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p>	<p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>	<p>use passive voice</p> <p>learn the difference between structures typical of informal speech and writing using the subjunctive form and question tags.</p>

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Vocabulary, Grammar and Punctuation				form sentences with different forms: statement, question, exclamation, command.	expressing time, place and cause using conjunctions, adverbs and prepositions use the correct form of 'a' or 'an'	use fronted adverbials use Standard English verb inflections accurately, e.g. 'we were' vs 'we was'	use modal verbs or adverbs to indicate degrees of possibility	
	TEXT STRUCTURE							
			sequencing sentences to form short narratives	correct choice and consistent use of the present tense and past tense throughout writing. use of the progressive form of verbs in the present and past tense to mark actions in progress.	begin use paragraphs to group related material use headings and sub-headings to aid presentation use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)	Use paragraphs to organise ideas around a theme. choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	build cohesion within a paragraph (e.g. then, after that, this, firstly). Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).	Link ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Use layout devices, such as headings, sub headings, columns, bullets, tables, to structure text.
	PUNCTUATION							
		leave spaces between words begin to punctuate sentences using a capital letter and a full stop ,	leave spaces between words begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	use full stops, capital letters, exclamation marks, question marks, and exclamation marks to demarcate sentences. Use commas to separate items in a list Apostrophes to mark singular possession and contractions	use and punctuating direct speech with inverted commas	use commas after fronted adverbials indicate possession by using the possessive apostrophe with plural nouns using and punctuating direct speech	use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis	use semi-colons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuate bullet points consistently How hyphens to avoid ambiguity
TERMINOLOGY								
		Letter, capital letter Word, singular, plural Sentence Punctuation mark, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present)	preposition, conjunction word family, prefix clause, subordinate clause direct speech	Determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.	

			apostrophe, comma	consonant, consonant letter vowel, vowel letter inverted commas (or speech marks)		
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Compositio n	CONTEXT FOR WRITING					
			write narratives about personal experiences and those of others write about real events write poetry write for different purposes	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	
	PLANNING					
		Say out loud what they are going to write about Compose a sentence orally before writing	plan or say out loud what they are going to write about write down ideas and/or key words, including new vocabulary	discuss and record ideas	noting and developing initial ideas, drawing on reading and research where necessary	
	DRAFTING/WRITING					
	sequence sentences to form short narratives re-read what they have written to check it makes sense	encapsulate what they want to say, sentence by sentence	compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader		
EDITING						
	Re-read what they have written to check that it makes sense	discuss what they have written with the teacher and other pupils	Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils. re-reading to check that their writing makes sense	assess the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors	assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing	

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				and that the correct tense is used throughout proofreading to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).		ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
PERFORMING WRITING						
		read aloud their writing clearly enough to be heard by peers and teacher	read aloud what they have written with appropriate intonation to make the meaning clear	read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear		perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

English	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
Oracy	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	<p>Use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p>	<p>Speak audibly so they can be heard and understood.</p> <p>Use gestures to support meaning in play.</p>	<p>Start to vary the pitch, tone and rhythm of my voice.</p> <p>Start to project my voice so everyone can hear it.</p>	<p>Start to use gesture and body movements to help convey the points I want to make e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.</p>	<p>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.</p> <p>Use subtle gestures and body language to indicate a range of different emotions.</p>	<p>Consider movement when addressing an audience.</p> <p>Use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p>	<p>For gestures to become increasingly natural.</p> <p>Know how to vary my body language and tone of voice.</p> <p>Adapt my body language and tone of voice to any context.</p>	<p>Speak fluently in front of an audience.</p> <p>Have a stage presence.</p> <p>Consciously adapt tone, pace and volume of voice within a single situation.</p>

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Linguistic		<p>Use talk in play to practice new vocabulary.</p> <p>Connect one idea or action to another using a range of connectives e.g. 'if', 'because' 'so' 'but'.</p> <p>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.</p>	<p>Use limited vocabulary appropriate/specific to the topic at hand.</p> <p>Take opportunities to try out new language, even if not always used correctly.</p> <p>Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because ...' 'Linking to ...'</p> <p>Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p>Begin to adapt their speech between formal and informal settings.</p> <p>Use sentence stems to signal when they are building on or challenging others' ideas.</p>	<p>Be able to use specialist language to describe their own and others' talk.</p> <p>Use specialist vocabulary and make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable</p> <p>Begin to use full sentences with conjunctions and speak fluently without repetition for several sentences.</p> <p>Begin to speak formally, e.g. without using filler words (such as 'like') and with dictionary words instead of street slang.</p>	<p>Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>Use full sentences with conjunctions and speak fluently without repetition for several sentences.</p> <p>Speak formally, e.g. without using filler words (such as 'like') and with dictionary words instead of street slang.</p>	<p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>Construct language effectively for a range of purposes, e.g. to persuade someone.</p> <p>Begin to use the subject specific language of different disciplines, e.g. talking like a scientist, a historian, a mathematician or tour guide.</p>	<p>Vary sentence structures and length for effect when speaking.</p> <p>Be comfortable using idioms and expressions.</p> <p>Use the subject specific language of different disciplines, e.g. talking like a scientist, a historian, a mathematician or tour guide.</p> <p>Deploy excellent grammar when talking using full sentences.</p> <p>Express my ideas fluently in a range of settings.</p>
Cognitive	<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. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use 'because' to develop their ideas.</p> <p>Make relevant contributions and asks questions.</p> <p>Describe events that have happened to them in detail.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Offer reasons for their opinions.</p> <p>Recognise when they haven't understood something and asks a question to help with this.</p> <p>Disagree with someone else's opinion politely.</p> <p>Explain ideas and events in chronological order.</p> <p>Begin to identify what makes a good argument.</p>	<p>Ask questions to find out more about a subject.</p> <p>Build on others' ideas in discussions.</p> <p>Make connections between what has been said and their own and others' experiences.</p>	<p>Offer opinions that aren't their own.</p> <p>Reflect on discussions and identify how to improve.</p> <p>Be able to summarise a discussion.</p> <p>Reach shared agreement in discussions.</p>	<p>Be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>Ask probing questions.</p> <p>Reflect on their own oracy skills and identify areas of strength and areas to improve.</p> <p>Spot flaws in other people's arguments.</p>	<p>Take on different roles in discussion and can see both sides of an argument.</p> <p>Take into account the level of understanding of an audience and adapt my language.</p> <p>Use language with flair and imagination to make my argument come alive.</p> <p>Identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>Construct a detailed argument or complex narrative.</p> <p>Spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>Analyse arguments and select evidence to defend or rebut a position.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social & Emotional</p>		<p>Look at someone who is speaking to them.</p> <p>Take turns to speak when working in a group.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</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>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions.</p>	<p>Find the confidence to speak in front of an audience.</p> <p>Show proof of listening.</p> <p>Support others in a discussion.</p> <p>Be willing to change their mind based on what they have heard.</p>	<p>Start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>Be aware of others who have not spoken and to invite them into discussion.</p> <p>Confident delivery of short pre-prepared material.</p>	<p>Adapt the content of their speech for a specific audience.</p> <p>Speak with confidence in front of an audience.</p> <p>Take turns in discussion and listen to others and respond to their points.</p> <p>Listen attentively to what others are saying and play back to them what they have said.</p>	<p>Use more natural and subtle prompts for turn taking.</p> <p>Be able to empathise with an audience.</p> <p>Consider the impact of their words on others when giving feedback.</p> <p>Put energy and commitment into discussions and speeches to get the most out of any situation.</p>	<p>Listening for extended periods of time.</p> <p>Speak with flair and passion.</p> <p>Tell a story that engages an audience.</p> <p>Begin to lead/chair a discussion in a range of contexts, making everyone feel involved.</p>	<p>Use humour effectively.</p> <p>Be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused, stopping to take questions.</p> <p>Lead/chair a discussion in a range of contexts, making everyone feel involved.</p>
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