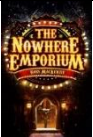
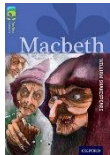




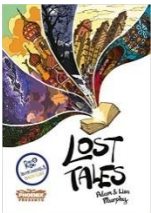
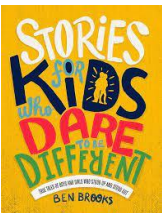
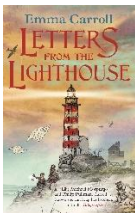
## Resilient, Aspirational Learners

| Year Six: English Overview 2026/27     |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Whole School English Events            |                                                                                     | Thursday 1 <sup>st</sup> October 2026: National Poetry Day (Theme: Wonder) – Poetry Slam<br>Thursday 4th March 2026 : World Book Day – Whole School Text                                                                                                                                                                                                                                                                                                                      |
|                                        | Unit One                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Autumn One:<br><br>3 days +<br>7 weeks |    | Lead Text: The Nowhere Emporium – Ross Mackenzie<br>Genre: Fantasy Fiction<br>Supporting Texts: extracts from other novels<br><b>Outcome(s): Innovated narrative / Biography</b><br><b>Purpose (narrative):</b> To entertain<br><b>Audience (narrative):</b> Request from Ross Mackenzie to write an extended edition with additional rooms<br><b>Purpose (non-fiction):</b> To inform<br><b>Audience (non-fiction):</b> Readers of 'Magic Today' magazine.                   |
| Autumn Two<br><br>4 days + 6<br>weeks  |    | Lead Text: The Explorer – Katherine Rundell<br>Genre: Adventure Fiction<br>Supporting Texts: NF Rainforest / The Great Kapok Tree<br><b>Outcome: Innovated narrative – sequel to the original text / Survival Guide / Persuasive Writing</b><br><b>Purpose:</b> To entertain<br><b>Audience:</b> peers – create classroom book<br><b>Purpose:</b> To inform<br><b>Audience:</b> Future explorers<br><b>Purpose:</b> To inform and persuade<br><b>Audience:</b> TV viewers     |
| Spring One<br><br>4 days + 5<br>weeks  |  | Lead Text: The Dragon's Hoard: Stories from the Viking Sagas - Lari Don & Cate James<br>Genre: Myths/Sagas (Viking)<br>Supporting Texts: History in Infographics: Vikings - Jon Richards<br><b>Outcome: Innovated Myth/Saga / Variety of short non-fiction writing incl. instructions, newspaper, debate, written argument</b><br><b>Purpose (narrative):</b> To entertainwonder<br><b>Audience (narrative):</b> Year five – to promote links between Viking and Saxon topics |
| Spring Two<br><br>4 weeks + 4<br>days  |  | Lead Text: Macbeth<br>Genre: Shakespeare (playscript)<br>Supporting Texts:<br><b>Outcome: Innovated narrative from character's viewpoint / Descriptive writing and dialogue short pieces</b><br><b>Purpose:</b> To entertain<br><b>Audience:</b> An exhibition at the globe theatre                                                                                                                                                                                           |



## Resilient, Aspirational Learners

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| <p>Summer One</p> <p>6 weeks<br/>(including 1x bank holiday)</p> |  <p>Lead Text: Albert and the Lion (push pack)<br/>Genre: Poem<br/><b>Outcomes: Narrative: 1st person perspectives through diary entries and short flashback story/Communication: Email Letters/Persuasion: Adverts and Reviews</b><br/><b>Purpose and Audience to be set piece by piece</b></p> |
| <p>Summer Two</p> <p>4 days + 6 weeks</p>                        |  <p>Lead Text: The Sea – James Reeves / City Jungle – Pie Corbett / The Great Water Giant – Ian Souter / Fog – Carl Sandberg / The Magic Box – Kit Wright<br/>Genre: Poetry (Imagery)<br/>Supporting Texts:<br/><b>Outcome: Poems based on model</b></p>                                         |

|                                                                                                                                                                                                                                                                                                                          | Additional Texts to be shared with children during class read time:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Texts to support non-core learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Year Six                                                                                                                                                                                                                                                                                                                 | <p>Lost Tales – Adam Murphy (Short Myths and Legends)<br/>The House with Chicken Legs – Sophie Anderson<br/>Stories for Kids who Dare to be Different – Ben Brookes*<br/>Letters from the Lighthouse – Emma Carroll</p> <div>     </div> | <p>100 Facts: Vikings - Fiona MacDonald &amp; Rupert Matthews<br/>Rainforests in 30 Seconds - Jen Green &amp; Stephanie Murphy<br/>Where the Forest Meets the Sea - Jeannie Baker<br/>Amazon Adventure: Unfolding Journeys - Stewart Ross &amp; Jenni Sparks<br/>Under the Canopy - Iris Volant &amp; Cynthia Alonso<br/>The Last Tree - Ingrid Chabbert &amp; Guridi<br/>The History Detective Investigates: Mayan Civilization - Clare Hibbert<br/>Tail-End Charlie - Mick Manning (picture book)<br/>Young, Gifted and Black – Jamia Wilson<br/>Rain Player – David Wisniewski<br/>History in Infographics: The Maya</p> |
| <p>Class Reads should also include texts linked to topical issues and provide opportunity for teacher to share books that they are passionate about e.g. books they loved as a child or books they love sharing with their own children. It may also be appropriate to continue reading a book from an English unit.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



## Resilient, Aspirational Learners

### Key Learning in Reading: Year 6

| Word Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Comprehension                                                                                                                                                  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| <p>As above and:</p> <ul style="list-style-type: none"> <li>Read books at an age appropriate interest level.</li> <li>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.</li> <li>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>.</li> <li>Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>.</li> <li>Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li> <li>Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>.</li> </ul> | <p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>Independently read longer texts with sustained stamina and interest.</li> <li>Recommend books to their peers with detailed reasons for their opinions.</li> <li>Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</li> <li>Learn a wider range of poems by heart.</li> <li>Prepare poems and play scripts to read aloud and perform using dramatic effects.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>Explain the meaning of new vocabulary within the context of the text.</li> <li>Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>.</li> <li>Use a reading journal to record on-going reflections and responses to personal reading.</li> <li>Explore texts in groups and deepen comprehension through discussion.</li> <li>Provide reasoned justifications for their views.</li> <li>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – <b>Point+Evidence+Explanation</b>.</li> <li>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <b>Point+Evidence+Explanation</b>.</li> <li>Predict what might happen from information stated and implied.</li> <li>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> <li>Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</li> <li>Compare characters within and across texts.</li> <li>Compare texts written in different periods.</li> <li>Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>.</li> <li>Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li> <li>Skim for gist.</li> <li>Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated</i>, or <i>find words/phrases which suggest that a theme park is exciting</i>.</li> <li>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li> <li>Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument</i>.</li> </ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>Explore, recognise and use the terms personification, analogy, style and effect.</li> <li>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>Prepare formal presentations individually or in groups.</li> <li>Use notes to support presentation of information.</li> <li>Respond to questions generated by a presentation.</li> <li>Participate in debates on issues related to reading (fiction/non-fiction).</li> </ul> |



## Resilient, Aspirational Learners

### Key Learning in Writing: Year 6

| Composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Transcription                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary, grammar and punctuation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Handwriting and Presentation                                                                                                                                                                                                                                                              |
| <p>As above and:</p> <ul style="list-style-type: none"> <li>Manipulate sentences to create particular effects.</li> <li>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>Use <b>ellipses</b> to link ideas between paragraphs.</li> <li>Use repetition of a word or phrase to link ideas between paragraphs.</li> <li>Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>Identify the <b>subject</b> and <b>object</b> of a sentence.</li> <li>Explore and investigate <b>active</b> and <b>passive</b> e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken.</i></li> <li>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i></li> <li>Punctuate <b>bullet points</b> consistently.</li> <li>Identify and use <b>colons</b> to introduce a list.</li> <li>Identify and use <b>semi-colons</b> within lists.</li> <li>Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark.</i></li> </ul> | <p>As above and:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Identify audience and purpose.</li> <li>Choose appropriate text-form and type for all writing.</li> <li>Select the appropriate structure, vocabulary and grammar.</li> <li>Draw on similar writing models, reading and research.</li> <li>Compare how authors develop characters and settings (in books, films and performances).</li> <li>Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> <li>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></li> <li>Consciously control the use of different sentence structures for effect.</li> <li>Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i></li> <li>Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i></li> </ul> | <p>As above and:</p> <ul style="list-style-type: none"> <li>Recognise and spell endings which sound like /ʃəs/, spelt – <i>cious</i> or –<i>tious</i>.</li> <li>Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial.</i></li> <li>Investigate adding suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference.</i></li> <li>Investigate use of the hyphen.</li> <li>Investigate and use further prefixes, e.g. <i>bi- trans- tele-</i> <i>circum-</i>.</li> <li>Distinguish between homophones and other words that are often confused.</li> <li>Identify root words, derivations and spelling patterns as a support for spelling.</li> <li>Be secure with all spelling rules previously taught.</li> <li>Use a number of different strategies interactively in order to spell correctly.</li> <li>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</li> <li>Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) – see below.</li> </ul> | <p>As above and:</p> <ul style="list-style-type: none"> <li>Write, using a joined style, with increasing speed.</li> <li>Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i></li> </ul> |



## Resilient, Aspirational Learners

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| <ul style="list-style-type: none"> <li>▪ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter.</i></li> <li>▪ Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i></li> <li>▪ Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i></li> </ul> | <ul style="list-style-type: none"> <li>▪ Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. <i>headings, sub-headings, columns, bullet points, tables.</i></li> <li>▪ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i></li> <li>▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i></li> <li>▪ Use <b>active</b> and <b>passive</b> voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative.</i></li> <li>▪ Précis longer passages.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>▪ Proofread for grammatical, spelling and punctuation errors.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▪ Use appropriate and effective intonation and volume.</li> <li>▪ Add gesture and movement to enhance meaning.</li> <li>▪ Encourage and take account of audience engagement.</li> </ul> |  |  |
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## Resilient, Aspirational Learners

### Key Learning in Spoken Language: Year 5/6

| Listening and Attention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Standard English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Participating, Presenting and Performing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>As above and:</p> <ul style="list-style-type: none"> <li>Listen and evaluate how spoken language varies in different contexts according to purpose and audience, <i>e.g. in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i></li> <li>Listen and identify how intonation and expression affects meaning, <i>e.g. when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc.</i></li> <li>Listen and evaluate viewpoints from adults and peers, <i>e.g. identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum.</i></li> </ul> | <p>As above and:</p> <ul style="list-style-type: none"> <li>Discuss and analyse how spoken language is used within different contexts according to purpose and audience, <i>e.g. in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i></li> <li>Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers.</li> <li>Ask a range of appropriate questions to clarify and refine thinking.</li> <li>Participate in discussions and debates building on their own and others' ideas, challenging views courteously.</li> <li>Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', <i>e.g. How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?</i></li> </ul> | <p>As above and:</p> <ul style="list-style-type: none"> <li>Use correct Standard English when speaking in formal contexts.</li> <li>Select and use appropriate registers for effective communication in a range of contexts, <i>e.g. non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive speeches or journalistic reporting.</i></li> <li>Use cohesive devices for narrative and non-fiction during talk to organise ideas, using speaking frames to support, <i>e.g.</i> <ul style="list-style-type: none"> <li><i>First of all, ...</i></li> <li><i>In addition to...</i></li> <li><i>On the other hand, ...</i></li> <li><i>Similarly, ...</i></li> </ul> </li> </ul> | <p>As above and:</p> <ul style="list-style-type: none"> <li>Introduce, explore and evaluate new vocabulary orally, <i>e.g. author's choice of language in texts, technical vocabulary etc.</i></li> <li>Explore settings and characters orally, and select precise vocabulary to create well-structured descriptions.</li> <li>Express feelings orally and select precise vocabulary to articulate an opinion, <i>e.g. linked to PSHE or English.</i></li> </ul> | <p>As above and:</p> <ul style="list-style-type: none"> <li>Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to perform to an audience.</li> <li>Prepare oral retellings of non-fiction texts/sections of non-fiction texts (or innovated/invented versions) in order to perform to an audience.</li> <li>Participate in role in English and across the curriculum, <i>e.g. paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a chat show etc.</i></li> <li>Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience.</li> <li>Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.</li> </ul> |



## Resilient, Aspirational Learners

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|  | <ul style="list-style-type: none"><li>▪ Speak with appropriate volume and fluency maintaining the attention of others.</li></ul> |  |  |  |
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