

Primary English

PROGRESSION IN SPOKEN LANGUAGE



Primary English Education
Consultancy Limited

primaryenglished.co.uk

PROGRESSION IN SPOKEN LANGUAGE – V3

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About this document

The Primary English Progression in Spoken Language document has been created to help teachers plan progressive and age-appropriate spoken language experiences for their classes. The document takes the twelve spoken language objectives from the National Curriculum and breaks them down into progressive steps covering Years 1 – 6. Each year group objective is supported by exemplified language examples and classroom practice that are likely to occur in each year group. These are examples added to help teachers unpick the National Curriculum objectives and not statements that must be achieved. This said, these examples are likely to be built upon as children move through the school. Progression and exemplification for Early Years has not been included. This is because the National Curriculum does not cover this age group.

Rachel Clarke

Director: Primary English Education Consultancy Limited

With thanks to Sarah Ratcliffe for her support throughout the creation of this document.

The National Curriculum

Spoken Language Years 1 – 6 –

Spoken Language Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Notes and guidance (non-statutory)

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

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of

different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

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

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

The National Curriculum in England Key Stages 1 and 2 framework documents 2013.

Progression in Spoken Language from Year 1 – Year 6

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begins to listen and respond appropriately to familiar adults and their peers. <i>Looks at the person speaking.</i> <i>Answers questions: 'Yes, that's my favourite too.'</i> <i>May need encouraging to expand on their answers, for example after nodding or replying with a single word response.</i>	Begins to listen and respond appropriately to a wider range of adults and their peers. <i>Looks at the person speaking.</i> <i>Understands how to answer questions in full sentences. 'Yes, I like that character too.'</i>	Frequently listens and responds appropriately to adults and their peers. <i>Maintains eye contact stopping anything else they may have been doing.</i> <i>Responds politely to questions and offers examples to questions, such as qualifying with because: 'Yes, I like that character because...'</i>	Frequently listens and responds appropriately to adults and their peers. <i>Maintains eye contact stopping anything else they may have been doing.</i> <i>Responds politely to questions and offers examples to questions: 'Yes, I like that character too. Mainly because of...'</i>	Can listen and respond appropriately to adults and their peers. <i>Listens actively maintaining eye contact.</i> <i>Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</i>	Can listen and respond appropriately to adults and their peers. <i>Listens actively maintaining eye contact.</i> <i>Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</i> <i>Uses gesture and body language (e.g. nodding) to show their engagement.</i>
Begins to ask relevant questions to extend their understanding and knowledge. <i>'I don't understand x, can you help me?'</i>	Begins to ask relevant questions to extend their understanding and knowledge. <i>'I don't understand x, can you help me?'</i> <i>'I've finished, what should I do now?'</i> <i>'Is this right?'</i>	Frequently asks relevant questions to extend their understanding and knowledge. <i>Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'</i>	Frequently asks relevant questions to extend their understanding and knowledge. <i>Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'</i>	Can ask relevant questions to extend their understanding and knowledge. <i>Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?'</i> <i>'Do you think this is similar to when we found out about...?'</i>	Can ask relevant questions to extend their understanding and knowledge. <i>Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?'</i> <i>'Do you think this is similar to when we found out about...?'</i>

Begins to use relevant strategies to build their vocabulary. <i>Uses classroom and personal word banks.</i> <i>Begins to apply what has been learned, for example when a word begins with un- it's meaning is the opposite of the root word; words that end in -ed are likely to be verbs.</i>	Begins to use relevant strategies to build their vocabulary. <i>Uses classroom and personal word banks, and dictionaries.</i> <i>Begins to apply what has been learned, for example knowing that the suffixes -er and -est build comparative adjectives.</i>	Frequently uses relevant strategies to build their vocabulary. <i>Uses word banks, dictionaries and thesauruses.</i> <i>Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.</i>	Frequently uses relevant strategies to build their vocabulary. <i>Uses word banks, dictionaries and thesauruses with growing confidence.</i> <i>Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.</i>	Can use relevant strategies to build their vocabulary. <i>Uses dictionaries and thesauruses with increasing effectiveness.</i> <i>Uses relevant strategies such as their knowledge of prefixes to work out the meaning of words.</i>	Can use relevant strategies to build their vocabulary. <i>Uses dictionaries and thesauruses effectively.</i> <i>Makes links between words using morphological and etymological knowledge. E.g. 'I know chrono comes from Greek and it means time. I can assume chronologically means in time order'.</i>
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Begins to articulate and justify answers, arguments and opinions. <i>Begins to use 'because' to make simple justifications drawing on personal experiences.' I like dogs because my Nan has one'.</i> <i>Begins to disagree politely. E.g. maintains a polite tone of voice.</i>	Begins to articulate and justify answers, arguments and opinions. <i>Uses 'because' to make simple justifications. Draws on personal experiences and opinions. 'I like this book [about zoos] because I like animals'.</i> <i>Uses sentence stems to support polite disagreement e.g. That's interesting but I think...</i>	Frequently articulates and justifies answers, arguments and opinions. <i>Uses 'because' and the immediate evidence to support answers, arguments and opinions. E.g. 'I think zoos are cruel because in this book it says...'</i> <i>Begins to offer opinions that aren't their own. This could be through role play.</i>	Frequently articulates and justifies answers, arguments and opinions. <i>Uses 'because' and immediate evidence to support answers, arguments and opinions. E.g. I think zoos are cruel because in this book it says...</i> <i>Is able to present an opinion that is not their own after planning work and discussion with their peers/ the teacher.</i>	Can articulate and justify answers, arguments and opinions. <i>Uses generalised evidence to support their point of view rather than a wholly personal response. E.g. Some people would argue that... It's my opinion and that of several others that...</i>	Can articulate and justify answers, arguments and opinions. <i>Uses evidence from a range of sources e.g. (generalised knowledge and personal opinion) to justify their answers. This may take the form of several points E.g. 'Some people would argue that... In this book it says... Furthermore, this video shows that... Therefore, I think...'</i>
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Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Use storymaps to recall events.</i> <i>Use simple adverbials of time to order events (e.g. first, next, after that).</i> <i>Express their own feelings using some simple emotional language.</i>	Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Use graphic organisers to support talk for different purposes (e.g. timelines to retell chronological events).</i> <i>Use simple conjunctions to support descriptions, explanations & narratives (e.g. and, but, so, because, if).</i> <i>Use an increasing range of emotional language to describe their own and others' feelings (synonyms for simple emotional language).</i>	Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Organises related information using graphic organisers such as spider diagrams and mindmaps to help.</i> <i>Begins to summarise the main points.</i>	Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Organises related information and links it logically, e.g. with adverbials of where, when, how and how many.</i> <i>Summarises the main points.</i>	Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Uses personal notes to help them recall and describe key events and descriptions.</i> <i>Thinks carefully about how ideas are linked together to create cohesion across and within sections. May use planning templates to help them do this.</i>	Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Can share a complex narrative for example, multiple characters, several events or a non-chronological structure.</i> <i>Can talk in detail about topics. For example, including many points that are linked cohesively.</i>
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Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Responds to questions and comments when prompted.</i> <i>Takes turns as directed in group or whole class discussions.</i>	Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Understands the need to take turns. Uses signals such as a raised hand to show their intention to contribute in a class discussion.</i> <i>May need to use sentence starters or other classroom prompts to help with their responses.</i>	Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Appreciates the need to take turns.</i> <i>Uses prompts and sentence starters to encourage other children to participate.</i>	Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Participates in group and whole class discussions.</i> <i>Ask questions of other children.</i>	Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Understands how to encourage conversation in others.</i> <i>Participates enthusiastically.</i> <i>Begins to take different roles in group discussions (e.g. chairperson, scribe, summariser).</i>	Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Can take different roles in group discussions (e.g. chairperson, scribe, summariser).</i> <i>Builds on the contributions of others.</i>
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Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Takes a personal approach: 'I think...'</i>	Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Takes a personal approach: 'I think...' or after group work: 'We think...'</i>	Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Conditional clauses may be used to support speculation, e.g. 'If x happens...'</i>	Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Begins to make generalised speculations as well as personal ones: 'Some people think...'</i>	Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Uses generalisers: 'some people think...' or 'it could be possible to...'</i>	Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Uses generalisers: 'some people think...' 'it could be possible to...'</i>
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<i>Uses role play including classroom areas such as the home corner, to imagine and explore ideas.</i>	<i>Uses props such as small world figures and puppets to explore and imagine ideas.</i>		<i>Conditional clauses may be used to support speculation 'If x happens...'</i>	<i>Employs modals and adverbs of possibility to speculate 'it may be... perhaps it could...' alongside a range of conditional clauses to support abstract thinking.</i>	<i>Employs modals and adverbs of possibility to speculate 'it may be... perhaps it could...' alongside a range of conditional clauses to support abstract thinking.</i>
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Begins to speak audibly and fluently with an increasing command of Standard English. <i>Uses a louder voice when addressing the class. There may be limited control, e.g. shouting. Speaks more quietly in 1:1 and group settings.</i> <i>Makes eye contact with the other children in the group.</i> <i>Speaks in full sentences rather than fragments or phrases.</i>	Begins to speak audibly and fluently with an increasing command of Standard English. <i>Uses a louder voice when addressing the class or in a whole school assembly. There may be limited control, e.g. shouting. Speaks more quietly in 1:1 and group settings.</i> <i>Makes eye contact with the other children in the group.</i> <i>Speaks in grammatically sound sentences (e.g. 'We went to town'. Rather than 'We went town').</i>	Frequently speaks audibly and fluently with an increasing command of Standard English. <i>Can control their volume to meet the level required for the interaction.</i> <i>Speaks at a measured pace.</i> <i>Chooses the correct determiner depending on the starting letter of the following word (an apple; a bat).</i>	Frequently speaks audibly and fluently with an increasing command of Standard English. <i>Can control their volume to meet the level required for the interaction.</i> <i>Most subject and verb choices agree. (e.g. was/were; did/done).</i>	Can speak audibly and fluently with an increasing command of Standard English. <i>Enunciates clearly.</i> <i>Varies pace for effect (E.g. Speaking faster to shows excitement or action; slowing their pace to deliver complex information).</i> <i>Uses Standard English routinely when addressing an audience.</i>	Can speak audibly and fluently with an increasing command of Standard English. <i>Enunciates clearly.</i> <i>Uses Standard English routinely when addressing an audience. This includes using formal features of Standard English such as the subjunctive form for highly formal interactions.</i>
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Begins to participate in discussions, presentations, performances, role play, improvisations and debates. <i>Use the learning environment and equipment to role play and improvise. E.g the home corner and small world figures.</i> <i>Joins in with discussions led by an adult.</i>	Begins to participate in discussions, presentations, performances, role play, improvisations and debates. <i>Present their work to the rest of the class.</i> <i>Participate in short plays and performances.</i> <i>Creates improvisations, for example to explore how a character was feeling in a story.</i>	Frequently participates in discussions, presentations, performances, role play, improvisations and debates. <i>Memorise and deliver lines in a performance or play.</i>	Frequently participates in discussions, presentations, performances, role play, improvisations and debates. <i>Structure their ideas so that they can debate their point of view clearly and coherently.</i> <i>Deliver lines in a performance or play effectively.</i>	Can participate in discussions, presentations, performances, role play, improvisations and debates. <i>Prepare for debates by thinking about the opposing views as well as their own arguments.</i>	Can participate in discussions, presentations, performances, role play, improvisations and debates. <i>Understands the different purposes of these activities and can adapt their spoken language use to suit each outcome. E.g which tasks require formal/informal language structures.</i>
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Begins to gain, maintain and monitor the interest of the listener(s). <i>Prepares for addressing a listener by rehearsing what they say. More often when speaking to a small group.</i>	Begins to gain, maintain and monitor the interest of the listener(s). <i>Uses artefacts and objects to support their talk. For example, bringing a special item to share before describing it in Show and Tell activities.</i>	Frequently gains, maintains and monitors the interest of the listener(s). <i>Speaks directly to their audience. Begins to choose words for effect (e.g. alliteration, rhythm and rhyme).</i>	Frequently gains, maintains and monitors the interest of the listener(s). <i>Thinks about how to gain the listener's attention. E.g. starting with a joke or anecdote.</i> <i>Uses prosodic skills such as pausing after sentences or raising the tone of their voice to show excitement or a point of high tension in narration.</i>	Can gain, maintain and monitor the interest of the listener(s). <i>Can use rhetorical devices such as the pattern of three or comparing and contrasting.</i> <i>Stresses important words for effect or to draw attention to important information.</i> <i>Uses gesticulation and facial expressions to support meaning.</i>	Can gain, maintain and monitor the interest of the listener(s). <i>Sometimes uses figurative language techniques (e.g. idioms, hyperbole & humour) to engage their audience.</i> <i>Changes their tone of voice to maintain interest.</i> <i>Repeats important information if they feel their listener has not heard or understood.</i>
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Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Agrees and disagrees simply: 'I like what x said'; 'I think that too'; 'I don't agree...'</i>	Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Agrees and disagrees simply, beginning to justify their point of view: 'I like what x said, I think that too because...'</i>	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others. <i>Is able to disagree agreeably.</i>	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others. <i>Uses sentence stems and classroom models to practise encouraging other children to contribute.</i> <i>Is able to organise contributions into categories (e.g. for/against).</i>	Can consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Encourages other participants to engage in discussion.</i> <i>Can summarise the main points of a conversation.</i> <i>Is able to balance opposing views.</i>	Can consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Notifies who has and hasn't contributed, managing who they draw into discussions.</i> <i>Uses adverbials such as however, furthermore, on the other hand etc. to link ideas logically and cohesively.</i>
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Begins to select and use appropriate registers for effective communication. <i>Shows awareness of appropriate vocabulary choices for different situations. E.g. at school it is most appropriate to ask: May I go to the toilet? Rather than, Can I go to the loo?</i>	Begins to select and use appropriate registers for effective communication. <i>Begins to choose words that reflect the required register for an interaction. E.g. Saying 'Hi, how are you?' when greeting a friend compared to 'Hello Sir, how can I help you with those books?' when greeting a teacher.</i>	Frequently selects and uses appropriate registers for effective communication. <i>Chooses full versions of words rather than contractions when speaking more formally.</i>	Frequently selects and uses appropriate registers for effective communication. <i>Increasingly aware of the need to adapt language choices to suit the purpose and audience they are speaking to. For example, choosing to use formal vocabulary when addressing the local councillor or MP at</i>	Can select and use appropriate registers for effective communication. <i>Understands that slang and contracted forms are suitable for dialogue, in role play and personal conversations but that formal language structures should be used in the classroom and when talking to visitors to the school.</i>	Can select and use appropriate registers for effective communication. <i>Knows when different registers are appropriate (e.g. when role playing a conversation with a friend compared to undertaking a formal debate). Can draw on their vocabulary knowledge of more</i>
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			<i>a presentation compared to improvising a play based on a funny class novel.</i>	<i>Considers their audience when selecting vocabulary and sentence structure, e.g when addressing younger children compared to adults.</i>	<i>formal language when required. Can use Standard English structures such as the subjunctive mood to hypothesise or sound highly formal.</i>
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Year group statements: Year 1

Begins to listen and respond appropriately to familiar adults and their peers. <i>Looks at the person speaking.</i> <i>Answers questions: 'Yes, that's my favourite too.'</i> <i>May need encouraging to expand on their answers, for example after nodding or replying with a single word response.</i>	Begins to ask relevant questions to extend their understanding and knowledge. <i>'I don't understand x, can you help me?'</i>	Begins to use relevant strategies to build their vocabulary. <i>Uses classroom and personal word banks.</i> <i>Begins to apply what has been learned, for example when a word begins with un- it's meaning is the opposite of the root word; words that end in -ed are likely to be verbs.</i>	Begins to articulate and justify answers, arguments and opinions. <i>Begins to use 'because' to make simple justifications drawing on personal experiences. 'I like dogs because my Nan has one'.</i> <i>Begins to disagree politely. E.g. maintains a polite tone of voice.</i>	Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Use storymaps to recall events.</i> <i>Use simple adverbials of time to order events (e.g. first, next, after that).</i> <i>Express their own feelings using some simple emotional language.</i>	Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Responds to questions and comments when prompted.</i> <i>Takes turns as directed in group or whole class discussions.</i>
Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Takes a personal approach: 'I think...'</i> <i>Uses role play including classroom areas such as the home corner, to imagine and explore ideas.</i>	Begins to speak audibly and fluently with an increasing command of Standard English. <i>Uses a louder voice when addressing the class. There may be limited control, e.g. shouting. Speaks more quietly in 1:1 and group settings.</i> <i>Makes eye contact with the other children in the group.</i> <i>Speaks in full sentences rather than fragments or phrases.</i>	Begins to participate in discussions, presentations, performances, role play, improvisations and debates. <i>Use the learning environment and equipment to role play and improvise. E.g the home corner and small world figures.</i> <i>Joins in with discussions led by an adult.</i>	Begins to gain, maintain and monitor the interest of the listener(s). <i>Prepares for addressing a listener by rehearsing what they say. More often when speaking to a small group.</i>	Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Agrees and disagrees simply: 'I like what x said'; 'I think that too'; 'I don't agree...'</i>	Begins to select and use appropriate registers for effective communication. <i>Shows awareness of appropriate vocabulary choices for different situations. E.g. at school it is most appropriate to ask: May I go to the toilet? Rather than, Can I go to the loo?</i>

Year group statements: Year 2

Begins to listen and respond appropriately to a wider range of adults and their peers. <i>Looks at the person speaking.</i> <i>Understands how to answer questions in full sentences. 'Yes, I like that character too.'</i>	Begins to ask relevant questions to extend their understanding and knowledge. <i>'I don't understand x, can you help me?'</i> <i>'I've finished, what should I do now?'</i> <i>'Is this right?'</i>	Begins to use relevant strategies to build their vocabulary. <i>Uses classroom and personal word banks, and dictionaries.</i> <i>Begins to apply what has been learned, for example knowing that the suffixes -er and -est build comparative adjectives.</i>	Begins to articulate and justify answers, arguments and opinions. <i>Uses 'because' to make simple justifications drawing on personal experiences and opinions. 'I like this book [about zoos] because I like animals'.</i> <i>Uses sentence stems to support polite disagreement e.g. That's interesting but I think...</i>	Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Use graphic organisers to support talk for different purposes (e.g. timelines to retell chronological events).</i> <i>Use simple conjunctions to support descriptions, explanations and narratives (e.g. and, but, so, because, if).</i> <i>Use an increasing range of emotional language to describe their own and others' feelings (synonyms for simple emotional language).</i>	Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Understands the need to take turns. Uses signals such as a raised hand to show their intention to contribute in a class discussion.</i> <i>May need to use sentence starters or other classroom prompts to help with their responses.</i>
Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Takes a personal approach: 'I think...' or after group work: 'We think...'</i> <i>Uses props such as small world figures and puppets to explore and imagine ideas.</i>	Begins to speak audibly and fluently with an increasing command of Standard English. <i>Uses a louder voice when addressing the class or in a whole school assembly. There may be limited control, e.g. shouting.</i> <i>Speaks more quietly in 1:1 and group settings.</i> <i>Makes eye contact with the other children in the group.</i> <i>Speaks in grammatically sound sentences (e.g. 'We went to town'. Rather than 'We went town').</i>	Begins to participate in discussions, presentations, performances, role play, improvisations and debates. <i>Present their work to the rest of the class.</i> <i>Participate in short plays and performances.</i> <i>Creates improvisations, for example to explore how a character was feeling in a story.</i>	Begins to gain, maintain and monitor the interest of the listener(s). <i>Uses artefacts and objects to support their talk. For example, bringing a special item to share before describing it in Show and Tell activities.</i>	Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Agrees and disagrees simply, beginning to justify their point of view: 'I like what x said, I think that too because...'</i>	Begins to select and use appropriate registers for effective communication. <i>Begins to choose words that reflect the required register for an interaction. E.g. Saying 'Hi, how are you?' when greeting a friend compared to 'Hello Sir, how can I help you with those books?' when greeting a teacher.</i>

Year group statements: Year 3

Frequently listens and responds appropriately to adults and their peers. <i>Maintains eye contact stopping anything else they may have been doing.</i> <i>Responds politely to questions and offers examples to questions, such as qualifying with because: 'Yes, I like that character because...'</i>	Frequently asks relevant questions to extend their understanding and knowledge. <i>Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'</i>	Frequently uses relevant strategies to build their vocabulary. <i>Uses word banks, dictionaries and thesauruses.</i> <i>Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.</i>	Frequently articulates and justifies answers, arguments and opinions. <i>Uses 'because' and the immediate evidence to support answers, arguments and opinions. E.g. 'I think zoos are cruel because in this book it says...'</i> <i>Begins to offer opinions that aren't their own. This could be through role play.</i>	Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Organises related information using graphic organisers such as spider diagrams and mindmaps to help.</i> <i>Begins to summarise the main points.</i>	Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Appreciates the need to take turns.</i> <i>Uses prompts and sentence starters to encourage other children to participate.</i>
Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Conditional clauses may be used to support speculation, e.g. 'If x happens...'</i>	Frequently speaks audibly and fluently with an increasing command of Standard English. <i>Can control their volume to meet the level required for the interaction.</i> <i>Speaks at a measured pace.</i> <i>Chooses the correct determiner depending on the starting letter of the following word (an apple; a bat).</i>	Frequently participates in discussions, presentations, performances, role play, improvisations and debates. <i>Memorise and deliver lines in a performance or play.</i>	Frequently gains, maintains and monitors the interest of the listener(s). <i>Speaks directly to their audience. Begins to choose words for effect (e.g. alliteration, rhythm and rhyme).</i>	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others. <i>Is able to disagree agreeably.</i>	Frequently selects and uses appropriate registers for effective communication. <i>Chooses full versions of words rather than contractions when speaking more formally.</i>

Year group statements: Year 4

Frequently listens and responds appropriately to adults and their peers. <i>Maintains eye contact stopping anything else they may have been doing.</i> <i>Responds politely to questions and offers examples to questions: 'Yes, I like that character too. Mainly because of...'</i>	Frequently asks relevant questions to extend their understanding and knowledge. <i>Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'</i>	Frequently uses relevant strategies to build their vocabulary. <i>Uses word banks, dictionaries and thesauruses with growing confidence.</i> <i>Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.</i>	Frequently articulates and justifies answers, arguments and opinions. <i>Uses 'because' and immediate evidence to support answers, arguments and opinions. E.g. I think zoos are cruel because in this book it says...</i> <i>Is able to present an opinion that is not their own after planning work and discussion with their peers/ the teacher.</i>	Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Organises related information and links it logically, e.g. with adverbials of where, when, how and how many.</i> <i>Summarises the main points.</i>	Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Participates in group and whole class discussions.</i> <i>Ask questions of other children.</i>
Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Begins to make generalised speculations as well as personal ones: 'Some people think...'</i> <i>Conditional clauses may be used to support speculation 'If x happens...'</i>	Frequently speaks audibly and fluently with an increasing command of Standard English. <i>Can control their volume to meet the level required for the interaction.</i> <i>Most subject and verb choices agree. (e.g. was/were; did/done).</i>	Frequently participates in discussions, presentations, performances, role play, improvisations and debates. <i>Structure their ideas so that they can debate their point of view clearly and coherently.</i> <i>Deliver lines in a performance or play effectively.</i>	Frequently gains, maintains and monitors the interest of the listener(s). <i>Thinks about how to gain the listener's attention. E.g. starting with a joke or anecdote.</i> <i>Uses prosodic skills such as pausing after sentences or raising the tone of their voice to show excitement or a point of high tension in narration.</i>	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others. <i>Uses sentence stems and classroom models to practise encouraging other children to contribute.</i> <i>Is able to organise contributions into categories (e.g. for/ against).</i>	Frequently selects and uses appropriate registers for effective communication. <i>Increasingly aware of the need to adapt language choices to suit the purpose and audience they are speaking to. For example, choosing to use formal vocabulary when addressing the local councillor or MP at a presentation compared to improvising a play based on a funny class novel.</i>

Year group statements: Year 5

Can listen and respond appropriately to adults and their peers. <i>Listens actively maintaining eye contact.</i> <i>Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</i>	Can ask relevant questions to extend their understanding and knowledge. <i>Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?' 'Do you think this is similar to when we found out about...?'</i>	Can use relevant strategies to build their vocabulary. <i>Uses dictionaries and thesauruses with increasing effectiveness.</i> <i>Uses relevant strategies such as their knowledge of prefixes to work out the meaning of words.</i>	Can articulate and justify answers, arguments and opinions. <i>Uses generalised evidence to support their point of view rather than a wholly personal response. E.g. Some people would argue that... It's my opinion and that of several others that...</i>	Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Uses personal notes to help them recall and describe key events and descriptions.</i> <i>Thinks carefully about how ideas are linked together to create cohesion across and within sections. May use planning templates to help them do this.</i>	Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Understands how to encourage conversation in others.</i> <i>Participates enthusiastically.</i> <i>Begins to take different roles in group discussions (e.g. chairperson, scribe, summariser).</i>
Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Uses generalisers: 'some people think...' or 'it could be possible to...'</i> <i>Employs modals and adverbs of possibility to speculate 'it may be... perhaps it could...' alongside a range of conditional clauses to support abstract thinking.</i>	Can speak audibly and fluently with an increasing command of Standard English. <i>Enunciates clearly.</i> <i>Varies pace for effect (E.g. Speaking faster to show excitement or action; slowing their pace to deliver complex information).</i> <i>Uses Standard English routinely when addressing an audience.</i>	Can participate in discussions, presentations, performances, role play, improvisations and debates. <i>Prepare for debates by thinking about the opposing views as well as their own arguments.</i>	Can gain, maintain and monitor the interest of the listener(s). <i>Can use rhetorical devices such as the pattern of three or comparing and contrasting.</i> <i>Stresses important words for effect or to draw attention to important information.</i> <i>Uses gesticulation and facial expressions to support meaning.</i>	Can consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Encourages other participants to engage in discussion.</i> <i>Can summarise the main points of a conversation.</i> <i>Is able to balance opposing views.</i>	Can select and use appropriate registers for effective communication. <i>Understands that slang and contracted forms are suitable for dialogue, in role play and personal conversations but that formal language structures should be used in the classroom and when talking to visitors to the school.</i> <i>Considers their audience when selecting vocabulary and sentence structure, e.g. when addressing younger children compared to adults.</i>

Year group statements: Year 6

Can listen and respond appropriately to adults and their peers. <i>Listens actively maintaining eye contact.</i> <i>Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</i> <i>Uses gesture and body language (e.g. nodding) to show their engagement.</i>	Can ask relevant questions to extend their understanding and knowledge. <i>Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?' 'Do you think this is similar to when we found out about...?'</i>	Can use relevant strategies to build their vocabulary. <i>Uses dictionaries and thesauruses effectively.</i> <i>Makes links between words using morphological and etymological knowledge. E.g. 'I know chrono comes from Greek and it means time. I can assume chronologically means in time order'.</i>	Can articulate and justify answers, arguments and opinions. <i>Uses evidence from a range of sources e.g. (generalised knowledge and personal opinion) to justify their answers. This may take the form of several points E.g. 'Some people would argue that... In this book it says... Furthermore, this video shows that... Therefore, I think...'</i>	Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Can share a complex narrative for example, multiple characters, several events or a non-chronological structure.</i> <i>Can talk in detail about topics. For example, including many points that are linked cohesively.</i>	Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Can take different roles in group discussions (e.g. chairperson, scribe, summariser).</i> <i>Builds on the contributions of others.</i>
Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Uses generalisers: 'some people think...' 'it could be possible to...'</i> <i>Employs modals and adverbs of possibility to speculate 'it may be... perhaps it could...' alongside a range of conditional clauses to support abstract thinking.</i>	Can speak audibly and fluently with an increasing command of Standard English. <i>Enunciates clearly.</i> <i>Uses Standard English routinely when addressing an audience. This includes using formal features of Standard English such as the subjunctive form for highly formal interactions.</i>	Can participate in discussions, presentations, performances, role play, improvisations and debates. <i>Understands the different purposes of these activities and can adapt their spoken language use to suit each outcome. E.g which tasks require formal/informal language structures.</i>	Can gain, maintain and monitor the interest of the listener(s). <i>Sometimes uses figurative language techniques (e.g. idioms, hyperbole & humour) to engage their audience.</i> <i>Changes their tone of voice to maintain interest.</i> <i>Repeats important information if they feel their listener has not heard or understood.</i>	Can consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Notifies who has and hasn't contributed, managing who they draw into discussions.</i> <i>Uses adverbials such as however, furthermore, on the other hand etc. to link ideas logically and cohesively.</i>	Can select and use appropriate registers for effective communication. <i>Knows when different registers are appropriate (e.g. when role playing a conversation with a friend compared to undertaking a formal debate). Can draw on their vocabulary knowledge of more formal language when required.</i> <i>Can use Standard English structures such as the subjunctive mood to hypothesise or sound highly formal.</i>

Notes