

Aspect	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Listening Skills	Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction texts Listen attentively, move to and talk about music, expressing their feelings	To listen to others in a range of situations and usually respond appropriately. Understands simple 2 and 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop. Understand 'how' and 'why' questions	Listens to others and is beginning to summarise some of the main points. Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book and talk about how they feel. Understand key points they need to focus on in order to answer a question or follow an instruction.	To listen to information, work out what is the important information they need to convey to their audience. To be specific when asking for clarification. To infer meanings and make predictions from what's said and how it is said. Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates.	To understand different types of questions – open, closed, rhetorical. To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious.
Following Instructions	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly.	To understand instructions with more than one point in many situations	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions	To follow complex directions/multistep instructions without the need for repetition.
Asking & Answering Questions	Ask questions to find out more and to check they understand what has been said to them. Respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one word answers). Extend their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...?	Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did... To 'dig deeper' when questioning others to extend their knowledge. To respond appropriately to the answers to their questions.	To begin to offer support for their answers to questions with justifiable reasoning. To begin to understand that there is a logical sequence to asking questions. Be aware of when a message is not clear and ask for an explanation. Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately.	Is able to pose increasingly thoughtful questions to both their peers and to adults. Identify clearly when they haven't understood and be specific about what additional information they need. To understand and use different question types i.e. open / closed/ rhetorical. To keep conversations going with a range of people by asking relevant questions relating to the previous remark.

Drama, Performance & Confidence	<p>Learn rhymes, poems and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Retell stories, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To join in and organise role play with friends. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>To play cooperatively and pretend to be someone else talking. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.</p>	<p>To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>To vary the tone of their voices to make story telling exciting and come to life. To speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task. To vary tone of voice to make role play/information more exciting. Can sustain a role/scenario and can show an understanding of the character through speech (content, style, intonation and expression), gesture and movement.</p>	<p>Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively. To tell elaborate entertaining stories using expression and tone of voice to engage the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking for a range of Purposes</p>	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. Can 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." Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Engage in extended conversations about stories, learning new vocabulary. Talk about what they see, using a wide range of vocabulary. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</p>	<p>To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.</p>	<p>To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.</p>	<p>To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
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Participating in discussion	<p>Hold conversation when engaged in back-and forth exchanges with their teachers and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Work and play cooperatively and take it in turn with others.</p>	<p>Start conversations and join in with them. Uses language to ask, negotiate, express opinions and feelings. Show that they can use language to reason and persuade.</p>	<p>Show that they can use language to reason and persuade e.g. 'I think...because....' Sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned. Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.</p>	<p>To use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc. To link points made with appropriate conjunctions and connecting phrases to provide a coherent thread. Articulate and justify opinion on a character, event or situation in response to a question or prompt.</p>	<p>To negotiate an agreement explaining other possible outcomes and options. To realise when people don't understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc. To participate confidently in debate, understanding and sustaining the conversations and demonstrating a range of debating skills. Stay on topic and begin to be more selective about how much and which details to include in order to keep the listener interested.</p>
Vocabulary	<p>Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Develop social phrases. Use new vocabulary in different contexts.</p>	<p>To understand that words can be put into categories e.g. animals, transport, characters. To recognise objects, characters and animals from a description. To use words more specifically to make their meaning clear. Understand and use a range of words to describe the ideas of time, shape, texture and size. Select specific words to make the meaning clearer. e.g. "I'm going to play with the red spotty ball and then the blue one."</p>	<p>To start to use subject specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences. Ask for the meaning of unknown words.</p>	<p>To be able to infer what a new word means by context. To use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices Use newly introduced topic words and experiment with more adventurous vocabulary. Compare words.</p>	<p>To explore sophisticated vocabulary that has multiple meanings and use mostly accurately but with occasional error. To be able to select the most appropriate resource to support vocabulary choices. Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. Know that words can have more than one meaning</p>