

## Spoken Language at Wren's Nest Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Responding	<ul style="list-style-type: none"> <li>-show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>-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</li> <li>-demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-maintains eye contact</li> <li>-listens with periods of concentration</li> <li>-takes some account of other speakers</li> <li>-demonstrates active listening by the detail provided</li> <li>-takes some account of other speakers' comments</li> <li>-uses some simple and multiclause sentences to help explain an event</li> <li>-usually keeps to a topic and can be easily prompted to move on when required</li> <li>-demonstrates some interaction with the speaker by adding to shared ideas</li> <li>-can describe a problem using their own words</li> <li>-uses talk rather than gestures to communicate</li> </ul>	<ul style="list-style-type: none"> <li>-listens with periods of sustained concentration when more than one person is speaking</li> <li>-recalls and conveys simple information clearly</li> <li>-makes comments when the detail provided is unclear.</li> <li>-listens attentively in discussions, by following up points.</li> <li>-Listens to and follows two-to-three-part instructions.</li> <li>-Maintains interest in a topic</li> <li>-considers and offers alternative viewpoints.</li> <li>-some development of speakers' main ideas through repetition, paraphrasing and questioning.</li> <li>-explains their preferences/choice.</li> <li>-mostly, sequences talk to help the reader.</li> <li>-extends ideas using some conjunctions and adverbs to express time/place.</li> </ul>	<ul style="list-style-type: none"> <li>-sustains listening to a variety of sources, making notes when prompted</li> <li>-focuses listening on main source by tuning out of distractions</li> <li>-listens to key information and makes relevant related comments</li> <li>-demonstrates active listening by asking questions or for explanations</li> <li>-follows longer instructions that are not familiar with increasing independence</li> <li>-builds their understanding and response and sometimes changes point of view as a result of listening attentively to others</li> <li>-demonstrates some increased clarity and precision of ideas</li> <li>-with some support, explains or gives reason for their views or choices</li> <li>-may introduce some new material or ideas</li> <li>-increasingly adds detail or leaves information out, according to how much is already known by the listener</li> <li>-provides appropriate feedback</li> <li>-explains a process ensuring most ideas are clearly sequenced</li> </ul>	<ul style="list-style-type: none"> <li>-sustains listening to a variety of sources making notes independently when required</li> <li>-focuses listening on main source by tuning out of distractions</li> <li>-listens to key information and makes relevant, related comments</li> <li>-demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation</li> <li>-follows longer instructions that are not familiar</li> <li>-builds their own understanding and response and can change their point of view as a result of listening to the views of others</li> <li>-demonstrates increased clarity and precision of ideas</li> <li>-explains or gives reasons for their views and choices</li> <li>-is able to introduce some new material and ideas</li> <li>-adds detail or leaves information out according to how much is already known by the listener.</li> <li>-provides critical feedback</li> <li>-constructively explains a process ensuring ideas are precisely sequenced</li> </ul>	<ul style="list-style-type: none"> <li>-maintains interest and attention, when listening to a variety of thought-provoking ideas/sources: determining key information</li> <li>-demonstrates attentive and sustained listening by building on the ideas of others and by agreeing or disagreeing</li> <li>-incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain interest of the reader</li> <li>-demonstrates connection with other ideas and draws on different, modelled points of view, when responding</li> <li>-identifies the listeners' response and develops counter arguments</li> <li>-expresses ideas and feelings with some clarity</li> <li>-uses a variety of ways to criticise constructively and responds to critique</li> </ul>	<ul style="list-style-type: none"> <li>-maintains interest and attention, when listening to a variety of complex and challenging ideas/sources: determining key information</li> <li>-recognises specific and purposeful points from the speaker that are then challenged courteously for greater clarity/detail/accuracy, building respectfully on the ideas of others</li> <li>-specifically includes variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener</li> <li>-demonstrates connection with other ideas and draws on different points of view when responding</li> <li>-anticipates the listener's response and makes use of counter arguments</li> <li>-expresses ideas and feelings with clarity and precision</li> <li>-uses different strategies to critique the work of others and responds to critical observations accordingly</li> </ul>

## Oral Rehearsal and Presenting



<ul style="list-style-type: none"> <li>-participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>-offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>-expresses their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher</li> <li>-use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay</li> </ul>	<ul style="list-style-type: none"> <li>-makes occasional changes to language choices according to speaking partner(s)</li> <li>-joins in with repetitive refrains</li> <li>-recites poetry by heart</li> <li>-orally rehearses in preparation for writing</li> <li>-retells familiar stories using story language</li> <li>-recounts personal experiences with some detail</li> <li>-role-plays to explore characters and the language they use</li> <li>-reading aloud is audible for the listener</li> <li>-speaks clearly with occasional errors when reporting own and others' views to the class</li> </ul>	<ul style="list-style-type: none"> <li>-uses verb tenses/forms increasingly accurately for spoken Standard English.</li> <li>-retells a range of stories using some of their own words</li> <li>-recites poetry by heart, with appropriate intonation to make the meaning clear</li> <li>-orally rehearses planning and writing</li> <li>-experiments with a variety of levels of formality when talking with different people</li> <li>-speaks with clarity and uses intonation when reading and reciting texts</li> <li>-speaks clearly and audibly to a group</li> <li>-sometimes uses voice, gesture or movement, in role play and improvisation</li> <li>-appropriately responds to others in role, helping to sustain the scenario</li> <li>-talks about what they have found out and how they have found it out</li> </ul>	<ul style="list-style-type: none"> <li>-shows some awareness of spoken standard English that is required for formal contexts</li> <li>-reads aloud and performs poems and playscripts showing an increasing understanding through intonation, tone, volume and action</li> <li>-begins to use an appropriate intonation when orally rehearsing a range of sentence structures (including dialogue)</li> <li>-starts to adapt register in response to changing context and audience e.g. switching between talking to friends and to a school visitor</li> <li>-performs stories and poems, identifying appropriate expression and tone</li> <li>-with an increasing degree of autonomy, is able to participate and speak audibly, in a range of situation e.g. roleplay, presentations and debates</li> <li>-reports main ideas on findings from investigations</li> </ul>	<ul style="list-style-type: none"> <li>-shows an awareness of spoken standard English that is required for formal contexts</li> <li>-reads aloud and performs poems and playscripts showing understanding through intonation, tone, volume and action</li> <li>-uses an appropriate intonation when orally rehearsing a range of sentence structures (including dialogue)</li> <li>-increasingly adapts register in response to changing context and audience e.g. switching between talking to friends and to a school visitor</li> <li>-performs stories and poems, identifying appropriate expression, tone, volume and use of voice</li> <li>-participates, speaking audibly, in a range of situation e.g. drama, formal presentations and debates</li> <li>-reports accurately on findings from investigations</li> </ul>	<ul style="list-style-type: none"> <li>-follows modelled, spoken standard English with few exceptions</li> <li>-uses some intonation, tone, volume and action when speaking or performing publicly so that the meaning is clear to the audience</li> <li>-presents findings, including conclusions and results</li> <li>-some deliberate shaping of talk for the listener, with a variation in emphasis or gesture for clarity and effect</li> <li>-presents spoken arguments, sequencing main points logically, defending views with some logic</li> </ul>	<ul style="list-style-type: none"> <li>-independently selects spoken standard English</li> <li>-effectively uses intonation, tone, volume and action when speaking or performing publicly so that the meaning is clear to the audience</li> <li>-presents findings clearly, including conclusions and results</li> <li>-deliberate shaping of talk for the listener, with some variation in emphasis or gesture for clarity and effect</li> <li>-presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language</li> </ul>
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Talking with Others	<ul style="list-style-type: none"> <li>-participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>-expresses their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher</li> <li>-use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay</li> </ul>	<ul style="list-style-type: none"> <li>-takes turns in group conversations</li> <li>-understands agreed group discussion guidelines</li> <li>-sometimes expresses a view/opinion</li> </ul>	<ul style="list-style-type: none"> <li>-takes turns and occasionally asks questions as well as offering ideas</li> <li>-can follow agreed group discussion guidelines with some prompting</li> <li>-occasionally instigates a group discussion on a known topic</li> </ul>	<ul style="list-style-type: none"> <li>-follows agreed group discussion guidelines</li> <li>-works in groups with some supervision</li> <li>-can follow up the points of others and state whether they agree or disagree</li> <li>-generally, makes relevant comments about an idea that is being discussed</li> </ul>	<ul style="list-style-type: none"> <li>-follows agreed group discussion guidelines</li> <li>-works in groups with minimum supervision and often independently</li> <li>-follows up others' points and supports an opinion with points of their own</li> <li>-generally, makes relevant comments which adds to ideas or suggests alternatives</li> </ul>	<ul style="list-style-type: none"> <li>-builds on their own ideas and those of their peers and can challenge a viewpoint</li> <li>-make sustained contributions which draw ideas together and generate relevant discussion</li> <li>-Influences the direction of talk although this may not always be relevant</li> <li>-negotiates and can make decisions, taking some account of alternatives and what this may mean</li> </ul>	<ul style="list-style-type: none"> <li>-regularly builds on the ideas generated in class and challenges a viewpoint, giving consideration to other opinions</li> <li>-make sustained contributions, which draw ideas together and both initiate and promote effective discussion-Purposely influences the direction of talk maintaining relevance to the appropriate subject matter</li> <li>-negotiates and makes decisions, taking account of alternatives and consequences</li> </ul>
Questioning	<ul style="list-style-type: none"> <li>-offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-asks questions to find out specific information including 'How' and 'Why'</li> <li>-answers simple 'How' or 'Why' questions</li> <li>- can justify some answers using 'because'</li> <li>-when prompted, draws on observations, ideas, and simple secondary sources to suggest answers to questions</li> <li>-raises and answers some questions linked to topics of interest/study or to personal experience</li> <li>-With prompting, poses 'What if' questions during practical problem-solving opportunities</li> </ul>	<ul style="list-style-type: none"> <li>-asks some questions for clarification and understanding</li> <li>-questions asked related to current learning and experiences</li> <li>-asks and answers questions to aid problem solving</li> <li>-answers can be justified using evidence from the context</li> <li>-poses 'What if' questions during practical problem-solving opportunities</li> </ul>	<ul style="list-style-type: none"> <li>-with some prompting, can develop speaker's main ideas through questioning</li> <li>-asks questions for clarification and understanding</li> <li>-with some support poses 'What if' questions that may change the direction of the problem</li> <li>-can ask questions for clarification and can answer questions</li> <li>-asks and answers questions using modal verbs and adverbs to indicate degrees of possibility</li> <li>-when answering, refers to and rephrases evidence from the context with some scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>-sometimes develops speaker's main ideas through questioning</li> <li>-asks questions for clarification and understanding (linked to age related contexts)</li> <li>- poses 'What if' questions that may change the outcome or direction of the problem</li> <li>-poses and answers questions that will help make sense of the problem</li> <li>-asks and answers questions using modal verbs and adverbs to indicate degrees of possibility</li> <li>-when answering, refers to and rephrases evidence from the context</li> </ul>	<ul style="list-style-type: none"> <li>-begins to develop own line of enquiry</li> <li>-starts to deepen their understanding by asking questions about given information</li> <li>-supports their peers to develop their understanding through questioning</li> <li>-understand that certain questions will develop clarity in specific scenarios</li> <li>-when answering, refers to evidence and communicates ideas to a given audience</li> </ul>	<ul style="list-style-type: none"> <li>-develops own line of enquiry</li> <li>Deepens understanding by questioning the given information and its source</li> <li>-supports others to develop their understanding through questioning and clarifying the information</li> <li>-understands which questions will develop clarity in specific scenarios</li> <li>-when answering, refers to evidence and communicates ideas with precision for the given audience</li> </ul>

Vocabulary	<ul style="list-style-type: none"> <li>-offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>-participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>-use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay</li> </ul>	<ul style="list-style-type: none"> <li>-increases vocabulary using words provided by adults, discussions, and environment stimuli</li> <li>-discusses the word meaning</li> <li>-develops synonyms for existing vocabulary</li> <li>-uses sequencing language to order events</li> <li>-with support, using comparative language to describe changes, patterns, and relationships</li> <li>-uses some technical terminology across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- using comparative language to describe changes, patterns and relationships</li> <li>-increases vocabulary using words provided by adults, through discussions and roleplay and the classroom environment</li> <li>-discusses and clarifies word meanings, including favourite words and phrases</li> <li>-begins to select appropriate synonyms</li> <li>-uses some technical terminology, across the curriculum, accurately</li> </ul>	<ul style="list-style-type: none"> <li>-builds a varied and rich vocabulary</li> <li>-discusses and clarifies word meaning, including homonyms, which depend on context</li> <li>-begins to consider how synonyms can change meaning</li> <li>-links events using a wider range of conjunctions and adverbs</li> <li>-uses technical terminology accurately and with some precision across certain areas of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>-continues to build a rich and varied vocabulary with greater independence</li> <li>-discusses and clarifies word meaning, including homonyms, which depend on context</li> <li>-considers 'shades' of meaning when discussing synonyms</li> <li>-links events using a wider range of cohesive devices</li> <li>-uses technical terminology accurately and precisely across most areas of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>-builds a varied and rich vocabulary, including constructions used for informal and formal language</li> <li>-discusses and clarifies word meaning at ARE</li> <li>-uses a range of synonyms precisely and for effect</li> <li>-selects appropriate synonyms according to the audience</li> <li>-incorporates a varied and rich vocabulary from a range of written and oral contexts</li> <li>-uses cohesive devices to link ideas</li> <li>-uses technical terminology accurately and precisely across the curriculum</li> <li>-debates specific points and maintains a focus on the topic</li> </ul>	<ul style="list-style-type: none"> <li>-builds a varied and rich vocabulary, including constructions used for informal and formal language with consideration given to audience</li> <li>-discusses and clarifies word meaning at ARE</li> <li>-uses a range of synonyms with consideration of the different impact</li> <li>-selects appropriate synonyms according to the audience and purpose</li> <li>-incorporates a varied and rich vocabulary from a range of written and oral contexts</li> <li>-uses a wide range of cohesive devices to link ideas</li> <li>-uses technical terminology accurately and precisely across the curriculum</li> <li>-debates specific points effectively and maintains a focus on the topic</li> </ul>
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