COMMUNICATING EFFECTIVELY (SPEAKING AND LISTENING)

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and responding appropriately	Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation. Understand 2-3 part instructions that may include time concepts (e.g. first, before, after, when).	Know the key points they need to focus on in order to answer a question.	Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps). Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed.	Listen to information, work out which elements are key and make relevant, related comments. Infer meanings, reasons and predictions based on what hasn't been said.	Listen to complex information and identify key elements and make relevant, related comments. Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said.	Understand the key points made by a member of speakers and to compare different points of view. Appreciate sarcasm when it is obvious.
Ask relevant questions to extend vocabulary and knowledge	Ask questions to find out things using 'how' and 'why' when prompted. Be aware when they haven't understood something and are able to verbalise this.	Ask a range of different types of questions to find out specific information including 'how' and 'why'. Recognise when a message is not clear and be able to provide some information about why.	Ask a range of different types of questions to find out specific information including 'how' and 'why'. Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question.	Able to use a series of questions to keep a conversation flowing. Be aware of when they can't remember and ask for an explanation.	Use follow up questions linked to answers that have just been given. Ask a clarification question that requires the speaker to elaborate on what they have said.	Understand and use different types of questions: open, closed, rhetorical. Identify clearly when they haven't understood and be specific about what additional information they need.
Use relevant strategies to build vocabulary	Able to group and name members of categories and to suggest possible category name (e.g. pens, pencils and rules are called stationery). Able to guess the word from clues, or give others clues using shape, size, function (with support).	Recognise when they haven't understood a word or words and be able to provide some information about why. Able to compare words by the way they look, sound or theri meaning for example bare/bear, two/to/too, and begin to comment on this.	Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes.	Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding.	Incorporate topic vocabulary into their written and spoken work accurately.	Use 'academic' vocabulary (Tler 2 words - co-operate, analyse) but the meaning might not be accurate.
Articulate and justify answers, arguments and opinions	Use language consistently to express likes and dislikes.	Use simple conjunctions to justify or explain something.	Give reasons and explanations for choices and viewpoints in class discussions.	Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan.	Able to use complex sentences and link by meaning to present ideas logically.	Able to use language to negotiate with others, to explain options available and to predict possible outcomes.
Give well-structured descriptions, explanations and narratives for different purposes	Able to use early 'story language'. Use language to talk through a series of steps (e.g. for problem solving). Able to join sentences using 'and'.	Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order. Describe in 2-3 sentences how to solve a problem. Able to use conjunctions to increase the length and grammatical complexity of sentences (e.g. 'because', 'when').	Tell a story with a clear structure including the setting and ideas linked in different ways. Discuss how a character may be feeling and why. Able to use conjunctions to increase the length and grammatical complexity of sentences (e.g. 'before', 'after', 'while', 'so').	Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point. Able to use fronted adverbials to increase the length and grammatical complexity of sentences.	Include a subplot in telling stories and recalling events before resolving the main story. Use complex sentences and conjunctions to link ideas together in order to present ideas logically.	Tell elaborate entertaining stories which are full of detailed descriptions. Use long and complex sentence structures in class and other situations.

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Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity.	Take turns to talk, listen and respond in two way conversations and groups.	Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils.	Able to sustain a conversation by giving reasons and explaining choices and views.	Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing.	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use language to talk sel through steps required in simple problem solving.	Accurately predict what will happen in a story or retelling of an event.	Understand how language is used to investigate and reflect on feelings.	Able to discuss cause and effect.	Able to use complex sentences and to present ideas logically. Able to use language to persuade.	Use inference, reasoning and prediction skills. Able to negotiate an agreement explaining other options and possible outcomes.
Speak audibly and fluently with an increasing command of standard English	Produce speech that is clear and easy to understand, with only a few immaturities. Able to say words accurately with up to 3 syllables. Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds. Able to use appropriate tenses and word order.	Produce speech that is clear and easy to understand, with only a few immaturities. Able to say words with 4 or more syllables fairly consistently. Able to manipulate sounds in words such as deleting sounds from words (e.g. what word would you get if you take the 'f' from feet? - 'eat'). Know that there are some terms or expressions that are only used amongst friends. (e.g. Hiya, see you later).	Produce speech that is consistently clear and easy to understand. Able to say words of any length with accuracy. Use phonological awareness skills when spelling, although some mistakes may still be made. Able to signal punctuation and emphasise meaning through the use of intonation.	Produce speech that is consistently clear and easy to understand. Able to say words of any length with accuracy. Secure phonological awareness skills. Use formal language when appropriate in some familiar situations.	Produce speech that is consistently clear and easy to understand. Able to say words of any length with accuracy. Secure phonological awareness skills. Able to re-phrase what they want to say according to the audience.	Produce speech that is consistently clear and easy to understand. Able to say words of any length with accuracy. Secure phonological awareness skills.
Participate in discussions, presentations, performances, role play, improvisations and debates	Remember their words and speak clearly in short presentations, performances and role play.	Take turns to talk, listen and respond in two way conversations and groups.	Respond to the opinions of others in the group.	Able to take on group roles to discuss with peers.	Able to take turns, listening carefully to others and politely agreeing or disagreeing with them. Able to present a point of view by presenting evidence and using persuasive language with familiar topics.	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others. Able to present a point of view by presenting evidence and using persuasive language with academic terms.
Gain, maintain and monitor the interest of the listener(s)	Able to initiate a conversation with a class visitor by using prepared questions.	Usually able to keep to a topic in a conversation. Can be easily prompted to move on if they are talking too much.	Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils. Exaggerate to make a story more interesting.	Add or omit detail according to how much is already known by the listener. Use intonation to give added emphasis.	Realise when the listener doesn't fully understand and try to help them. Is able to use humour effectively.	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others. Sophisticated use of questions to help conversations flow.
Consider and evaluate different viewpoints, attending to and building on the contributions of	Respond to points of interest when listening to contributions of others.	Ask lots of questions to find out information and respond appropriately to the answers.	Able to understand another's point of view and show whether they agree or disagree.	Able to identify and reflect on key points of what they have just been told.	Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been	Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise.

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others					said.	
Select and use appropriate registers for effective communication	Initiate popular language.	Know that there are some terms or expressions that are only used amongst friends (e.g. 'wicked', 'yeah right' with friends but not teachers).	Aware of the need to use more formal language with adults.	Understand and use popular colloquial expressions.	Use appropriately different words and phrases, from how people in that area normally talk, and standard English.	Able to re-phrase what they want to say according to the audience.