

## COMMUNICATING EFFECTIVELY (SPEAKING AND LISTENING)

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

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

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