

Objective	Reception	Year 1	Year 2	Years 3/4	Years 5/6
<b>To listen and respond appropriately to adults and their peers</b>	<p>To respond to instructions involving a two-part sequence.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p><u>To follow instructions involving several ideas or actions. (ELG)</u></p> <p>To maintain attention, concentrates and sits quietly during appropriate activity.</p> <p>To have two-channelled attention - can listen and do for short span.</p> <p><u>To listen attentively in a range of situations. (ELG)</u></p>	<p>To look at the person who is talking to them.</p> <p>To follow instructions whilst busy with another task.</p> <p>To be able to follow 2 to 3 part spoken instructions e.g. get your coat, then choose a partner and line up by the door.</p> <p>To understand how or why questions.</p>	<p>To understand complex 2 or 3 part instructions including more abstract/imaginative situations e.g. choose a character from one story, talk to your partner about how they feel at the end of the story.</p> <p>To understand key points they need to focus on in order to answer a question or follow an instruction.</p>	<p>To listen to information, work out what is the important information they need to convey to their audience.</p> <p>To be specific when asking for clarification.</p> <p>To infer meanings and make predictions from what's said and how it is said.</p>	<p>To understand different types of questions - open, closed, rhetorical.</p> <p>To understand sarcasm.</p> <p>To understand and use phrasal verbs appropriately e.g. 'putting up with'.</p> <p>To understand and enjoy jokes and recognise simple idioms.</p>
<b>To ask relevant questions to extend their understanding and knowledge</b>	<p><u>To answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG)</u></p>	<p>To understand and answer how, what and why questions, with obvious, straight-forward answers.</p>	<p>To ask lots of questions to find out specific information including how and why.</p> <p>To 'dig deeper' when questioning others to extend their knowledge.</p> <p>To respond appropriately to the answers to their questions.</p>	<p>To ask question to seek additional information for clarification.</p> <p>To begin to understand that there is a logical sequence to asking questions.</p>	<p>To understand and use different question types i.e. open / closed/ rhetorical.</p> <p>To keep conversations going with a range of people by asking relevant questions relating to the previous remark.</p>

<p><b>To use relevant strategies to build their vocabulary</b></p>	<p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>To understand that words can be put into categories e.g. animals, transport, characters.</p> <p>To recognise objects, characters and animals from a description.</p>	<p>To begin to choose from a range of imaginative and descriptive words in sentences.</p> <p>To be able to infer what a new word means by context.</p>	<p>To use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices.</p>	<p>To explore sophisticated vocabulary that has multiple meanings and use mostly accurately but with occasional error.</p> <p>To be able to select the most appropriate resource to support vocabulary choices.</p>
		<p>To use words more specifically to make their meaning clear.</p>	<p>To be able to use classroom resources to support language choices</p>		
<p><b>To articulate and justify answers, arguments and opinions</b></p>		<p>To show that they can use language to reason and persuade e.g. 'I think.....because....'</p>	<p>To use more complicated grammar including using different ways to join phrases to help explain and justify ideas/events or opinions e.g. because, so, then.</p>	<p>To use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc.</p> <p>To link points made with appropriate conjunctions and connecting phrases to provide a coherent thread.</p>	<p>To negotiate an agreement explaining other possible outcomes and options.</p> <p>To realise when people don't understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc.</p>
<p><b>To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</b></p>	<p><u>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG)</u></p>	<p>To list events with some detail.</p> <p>To retell favourite stories.</p> <p>To describe events. These may not always be joined together or in the correct order.</p>	<p>To describe their own experiences in detail and in the correct order.</p> <p>To tell a story with important key components in place.</p> <p>To use conjunctions to link their ideas together.</p>	<p>To select appropriate detail and chronology to include in their descriptions, explanations, narratives - increasingly aware of the need for brevity or extension.</p>	<p>To tell elaborate entertaining stories which are full of detailed descriptions.</p> <p>To use appropriate language that is detailed to describe experiences that may have happened some time ago or are planned for the future making verb choices that accurately reflect the time-frame.</p>

<p><b>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b></p>	<p>To link statements and sticks to a main theme or intention.</p>	<p>To start conversations with other people and join in with group conversations listening and responding to ideas expressed by others.</p>	<p>To take turns to talk, listen and respond in two-way conversations and groups.</p>	<p>To vary the tone of their voices to make story telling exciting and come to life.</p> <p>To understand the interests of the listener, e.g. 'guess who I saw yesterday'</p>	<p>To manage and organise collaborative tasks with little adult supervision.</p> <p>To use appropriate expression and tone for the purpose and the audience.</p>
<p><b>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b></p>	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.</p>	<p>To select and use appropriate language for a range of people in different situations. This is important for building friendships, e.g. complimenting or criticising, clarifying and negotiating.</p>	<p>To use speculative and hypothetical language to explore a range of ideas and situations.</p> <p>To negotiate an agreement explaining other options and possible outcomes.</p>
<p><b>To speak audibly and fluently with an increasing command of Standard English</b></p>	<p><u>To express themselves effectively, showing awareness of listeners' needs. (ELG)</u></p>	<p>To produce speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation</p>	<p>To use speech that is usually clear and easily understood by others.</p>	<p>To use grammatically accurate standard English.</p>	<p>To select and use sophisticated language patterns and structures including in formal situations,</p>

	<p><u>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG)</u></p> <p><u>To develop their own narratives and explanations by connecting ideas or events. (ELG)</u></p>	<p>of certain sounds and some grammatical errors.</p>	<p>To have a growing awareness of grammatically accurate Standard English.</p>	<p>To recognise the difference between formal and informal language.</p>	<p>demonstrating a good command of Standard English.</p>
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<p><b>To participate in discussions, presentations, performances, role play, improvisations and debates</b></p>	<p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To introduces a storyline or narrative into their play</p>	<p>To join in and organise role play with friends. To play cooperatively and pretend to be someone else talking.</p> <p>To re-tell favourite stories.</p>	<p>To use an imaginative range of descriptive words when engaged in role play.</p> <p>To use speech that is consistently clear and easy to understand when presenting to others.</p>	<p>To speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task.</p> <p>To vary tone of voice to make role play/information more exciting.</p>	<p>To participate confidently in debate, understanding and sustaining the conversations and demonstrating a range of debating skills.</p> <p>To instigate, participate and improvise appropriately in collaborative tasks</p>
<p><b>To gain, maintain and monitor the interest of the listener(s)</b></p>		<p>To initiate conversations with others, understanding they need to look at the audience when they are speaking.</p> <p>To give details that they know are important and will influence the listener.</p>	<p>To begin to be aware of what the listener knows already and make checks while telling the story.</p> <p>To take turns to talk, listen and respond in two-way conversations and groups.</p>	<p>To add detail or leave information out according to how much is already known by the listener.</p> <p>To understand the interests of the listener and respond appropriately.</p>	<p>To tell elaborate entertaining stories using expression and tone of voice to engage the listener.</p> <p>To incorporate detail to engage and inform the listener across tasks that aren't always straightforward chronologies e.g. aside, flashback, counter-argument etc.</p>
<p><b>To consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p>	<p>To listen and responds to ideas expressed by others in conversation or discussion.</p> <p><u>To give their attention to what others say and respond appropriately, while engaged in another activity. (ELG)</u></p>	<p>To listen to others, taking account of their opinions.</p> <p>To take turns to speak to and with others.</p>	<p>To listen carefully to others, asking lots of questions to find out specific information including 'how' and 'why'.</p> <p>To begin to recognise and value the opinions of others.</p>	<p>To join in discussions using appropriate and relevant vocabulary.</p> <p>To keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints.</p>	<p>To explore and explain situations and concepts to identify and evaluate the merits of other options and possible outcomes.</p> <p>To negotiate agreement by sharing ideas and information, giving and receiving advice, offering an opinion and taking notice of the opinion of others.</p>
<p><b>To select and use appropriate registers</b></p>	<p><u>To express themselves effectively, showing</u></p>	<p>To use words more specifically to make their meaning clear.</p>	<p>To use language they hear other people using and begin to be aware of current peer language.</p>	<p>To use formal or informal language where appropriate in</p>	<p>To select and use the appropriate formality of language depending on the audience.</p>
<p><b>for effective communication.</b></p>	<p><u>awareness of listeners' needs.(ELG)</u></p>	<p>To show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet.</p>	<p>To begin to understand that they need to use different styles of talk with different people.</p>	<p>familiar situations to ensure the listener understands.</p>	<p>To explain features of own and others' language use, showing understanding of the effect of varying language for different purposes and situations.</p>

