|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Intent:** | **In our curriculum, we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. We ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Children need to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. We are aiming for our children to be competent in the arts of speaking and listening, making formal presentations, small demonstrating to others and participating in debate.** | | | | |
| **National Curriculum Objectives** | **EYFS – 3 and 4 Year Olds**  See Development Matters for examples. | **EYFS - R**  See Development Matters for examples. | **Year 1**  **Year 2** | **Year 3**  **Year 4** | **Year 5**  **Year 6** |
| **Listen and respond appropriately to adults and their peers** | **Enjoy listening to longer stories and can remember much of what happens.**  **Pay attention to more than one thing at a time, which can be difficult.** | **Promote and model active listening skills.**  **Listen carefully to rhymes and songs, paying attention to how they sound.**  **Listen to and talk about stories to build familiarity and understanding.** | **Listen and respond to the speaker making simple comments and suggestions.**  **Make helpful contributions when speaking in turns, in pairs and in groups** | **Respond to a speaker’s main ideas, developing them through comments and suggestions.**  **Build on ideas shared.**  **Work in a variety of group situations following appropriate etiquette for group dynamics** | **Show a clear understanding of the main points of a conversation / discussion.**  **Be able to articulate and develop the speaker’s ideas in different ways.**  **Refer to others comments when articulating own ideas .**  **Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group.** |
| **Ask relevant questions to extend their understanding and knowledge** | **Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”** | **Ask questions to find out more and to check they understand what has been said to them.** | **Begin to ask questions that link clearly to the topic being discussed.**  **Show that the conversation is being followed through the questions that are asked.** | **Generate questions to ask a specific speaker / audience in response to a talk / conversation.**  **Ask questions in direct response to something heard / presented.** | **Spontaneously ask questions which develop the conversation and take ideas or knowledge further.** |
| **Use relevant strategies to build their vocabulary** | **Use a wider range of vocabulary.**  **Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.** | **Identify new vocabulary before planning activities.**  **Model words and phrases relevant to the area being taught, deliberately and systematically.**  **Use new vocabulary in different contexts.**  **Use the vocabulary repeatedly through the week.**  **Keep a list of previously taught vocabulary and review it in different contexts.**  **Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.** | **To be encouraged to listen to and use new vocabulary to develop their own vocabularies.**  **Given opportunities to use this vocabulary in a variety of meaningful contexts.**  **To be encouraged to think of alternatives for simple vocabulary choices** | **To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects.**  **To use new vocabulary within the correct context.**  **Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience.** | **Using vocabulary appropriately and for effect.**  **Use appropriate terminology linked to other curriculum subjects.**  **Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions.** |
| **Articulate and justify answers, arguments and opinions** | **Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.** | **Articulate their ideas and thoughts in well-formed sentences.** | **Can answer questions clearly in sentences.**  **Can give a reason for their answer when asked.**  **Are encouraged to explore why they have certain thoughts or opinions.** | **Can give answers to questions that are supported by justifiable reasons.**  **Can support own ideas and opinions with explanation.** | **Can sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation.**  **Can present ideas / opinions coherently, supported with reasons.** |
| **Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings** | **Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.** | **Describe events in some detail.**  **Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.**  **Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.** | **Being able to describe their immediate world and environment.**  **Can talk about themselves clearly and confidently.**  **Can retell simple stories / recounts** | **Can develop ideas and feelings through sustained talk.**  **Can organise what they want to say so that it is clear to the listener.**  **Can give descriptions.**  **Recall events / stories / recount experiences with some added detail to engage the listener.** | **Can talk about feelings, thought sand ideas with some detail to make meaning explicit.**  **Can present information clearly and in an appropriate form to the listener.**  **Can plan and present information verbally selecting the appropriate format and style to match the purpose.**  **Can sustain a longer conversation about a given topic.** |
| **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments** | **Start a conversation with an adult or a friend and continue it for many turns.** | **Develop social phrases.** | **Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned.** | **Can show through the contributions made and questions asked that they have followed a conversation.** | **Can summarise another person’s contribution to a discussion adding their own interpretation / opinion based on what has been heard.** |
| **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** | **Use talk to organise themselves and their play.** | **Engage in non-fiction books.**  **Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.** | **Begin to offer ideas and suggestions based on what has been heard - for example in response to reading watching an experiment.** | **Develop ideas and expand on these building on what others say.**  **Adapt these ideas in light of new information.** | **Offer ideas and support these with reasoning.**  **Be prepared to change this as new information comes to light and refer back to original thoughts providing either further evidence to support ideas or reasons for the change of focus.** |
| **Speak audibly and fluently with an increasing command of Standard English** | **Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.**  **Use longer sentences of four to six words.** | **Connect one idea or action to another using a range of connectives.** | **Can speak clearly when talking in class.**  **Speak in grammatically correct sentences.** | **Can speak to a wider audience e.g whole school in assembly.**  **Can adapt speaking style to suit the audience.** | **Can articulate thoughts clearly when presenting to a range of audiences.**  **Can adopt a formal / informal tone as appropriate to the situation.** |
| **Participate in discussions, presentations, performances, role play, improvisations and debates** | **Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.** | **Engage in storytimes.**  **Learn rhymes, poems and songs**  **Articulate their ideas and thoughts in well-formed sentences.** | **Know when it is their turn to speak in a simple presentation / discussion.**  **Take part in role play to find out about different characters and situations.**  **Take different roles in a drama / role play to explore how others felt about a character’s actions.** | **Prepare and present information orally.**  **Participate in discussions by listening to others and building on from what has been said.**  **Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions.** | **Can present information in a variety of ways to a range of audiences.**  **Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused.**  **Perform to wider audiences combining words, gestures and movement.**  **Participate in debates, following appropriate etiquette, and conventions** |
| **Gain, maintain and monitor the interest of the listener (s)** | **Start a conversation with an adult or a friend and continue it for many turns.** | **Articulate their ideas and thoughts in well-formed sentences.** | **Speak clearly so that the listener can hear what is said.**  **Organising thoughts into sentences before expressing them.**  **Choosing words to add interest or detail.** | **Adapt language, tone and style to suit the purpose of the listener.**  **Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener.** | **Be aware of the listener and adapt talk to maintain the listener’s interest.**  **Express and explain relevant ideas with some elaboration to make meaning explicit.**  **Maintain control and effective organisation of a talk to guide the listener.**  **Adapt vocabulary, grammar and non verbal features to maintain listener’s interest.** |
| **Consider and evaluate different viewpoints, attending to and building on the contributions of others** | **Start a conversation with an adult or a friend and continue it for many turns.** | **Develop social phrases.** | **Know that different people have different ideas / responses and recognise that these are as valuable as their own.** | **Take account of the viewpoints of others when building own arguments and offering responses.** | **Refer to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions.** |
| **Select and use appropriate registers for effective communication** |  |  | **Notice how different speakers talk and consider why this might be the case.** | **Begin to adapt suitable styles of delivery dependent on task / audience.**  **Recognise how language choices vary in different situations.** | **Explain how language use varies in different situations.**  **Reflect this understanding in the choices made for delivering talk.** |