



| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Key Stage One<br>Years 1 and 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Lower Key Stage Two<br>Years 3 and 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Upper Key Stage Two<br>Years 5 and 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Listen carefully and understand</b><br>This concept involves understanding how to engage with what others are saying.                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Children at the expected level of development will:</p> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> </ul> <p><b>Personal, Social and Emotional Development</b><br/> <b>ELG: Self-Regulation</b></p> | <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Sift information and focus on the important points.</li> <li>Seek clarification when a message is not clear.</li> <li>Understand instructions with more than one point.</li> </ul> <p><b>A YEAR 1 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>ask questions in order to get more information</li> <li>listen carefully to the things other people have to say in a group</li> </ul> <p><b>A YEAR 2 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>ask questions to get more information and clarify meaning</li> </ul> | <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Engage in discussions, making relevant points.</li> <li>Ask for specific additional information to clarify.</li> <li>Understand the meaning of some phrases beyond the literal interpretation.</li> </ul> <p><b>A YEAR 3 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>show that they have listened carefully by making relevant comments</li> </ul> <p><b>A YEAR 4 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>ask questions to clarify or develop understanding</li> <li>show understanding of main points and details in discussion</li> </ul> | <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>Recognise and explain some idioms.</li> <li>Understand irony (when it is obvious).</li> </ul> <p><b>A YEAR 5 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>show they understand the main points, including implied meanings in a discussion</li> <li>listen carefully in discussions. Make contributions and ask questions that are responsive to others' ideas and views.</li> </ul> <p><b>A YEAR 6 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>ask questions to develop ideas and take account of others' views</li> </ul> |

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| <ul style="list-style-type: none"> <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> </ul>                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>listen to, and consider the opinions of others in discussions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p align="center"><b>Develop a wide and interesting vocabulary</b><br/>This concept involves building a rich, sophisticated vocabulary with which to express oneself.</p>                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Children at the expected level of development will:</b></p> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>Express their ideas and feelings about their experiences using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> | <p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use subject specific vocabulary to explain and describe.</li> <li>Suggest words or phrases appropriate to the topic being discussed.</li> <li>Identify homophones.</li> </ul> <p><b>A YEAR 1 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>begin to use some subject specific vocabulary</li> <li>begin to suggest words linked to topics</li> </ul> <p><b>A YEAR 2 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>decide when to use specific vocabulary</li> <li>begin to show an awareness that formal and informal situations require different language</li> </ul> | <p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</li> <li>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul> <p><b>A YEAR 3 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>vary the amount of detail and choice of vocabulary, depending on the purpose and the audience</li> <li>begin to show that they know when Standard English is required and use it</li> </ul> <p><b>A YEAR 4 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>show that they know that language choices vary in different contexts</li> </ul> | <p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use adventurous and sophisticated vocabulary.</li> <li>Explain the meaning of words, offering alternatives.</li> <li>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul> <p><b>A YEAR 5 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>engage the listener by varying their vocabulary</li> <li>use Standard English in formal situations</li> <li>begin to use hypothetical language to consider more than one possible outcome or solution</li> </ul> <p><b>A YEAR 6 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>use formal and Standard English as necessary</li> </ul> |

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| <p style="text-align: center;"><b>Speak with clarity</b></p> <p style="text-align: center;">This concept involves understanding that an audience needs to understand what is being said.</p>                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Children at the expected level of development will:</b></p> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences,</li> </ul> <p><b>ELG: Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> </ul> <p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society;</p> | <p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Speak in a way that is clear and easy to understand.</li> <li>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>Identify syllables within words.</li> </ul> <p><b>A YEAR 1 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>speak clearly and confidently in front of people in the class</li> <li>keep to the main topic when talking in a group</li> </ul> <p><b>A YEAR 2 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>talk in complete sentences</li> </ul> | <p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use verbs with irregular endings.</li> <li>Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>Use intonation to emphasise grammar and punctuation when reading aloud.</li> </ul> <p><b>A YEAR 3 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>sequence and communicate ideas in an organised and logical way, always using complete sentences</li> <li>present ideas or information to an audience</li> </ul> <p><b>A YEAR 4 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>sequence, develop and communicate ideas in an organised and logical way, always using complete sentences</li> </ul> | <p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Vary the length and structure of sentences.</li> <li>Ask questions and make suggestions to take an active part in discussions.</li> <li>Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul> <p><b>A YEAR 5 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>engage the listener by varying my expression</li> <li>develop their ideas and opinions, providing relevant details</li> <li>express their point of view</li> </ul> <p><b>A YEAR 6 SPEAKER CAN</b></p> <ul style="list-style-type: none"> <li>speak confidently and fluently in a range of situations,</li> <li>explain ideas and opinions giving reasons and evidence</li> </ul> |

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| <b>Tell stories with structure</b><br>This concept involves understanding how to keep an audience engaged through structured speech.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Children at the expected level of development will:</b><br><br><b>Literacy</b><br><b>ELG: Comprehension</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> </ul><br><b>ELG: Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>Sing a range of well-known nursery rhymes and songs;</li> <li>Perform songs, rhymes, poems and stories with others,</li> </ul> | <b>Pupils should be able to:</b> <ul style="list-style-type: none"> <li>Ensure stories have a setting, plot and a sequence of events.</li> <li>Recount experiences with interesting detail.</li> <li>Predict events in a story.</li> <li>Give just enough detail to keep the audience engaged.</li> </ul><br><b>A YEAR 1 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>re-tell a well-known story and remember the main characters</li> <li>join in with role play</li> </ul><br><b>A YEAR 2 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>retell a story using narrative language and linking words and phrases</li> <li>perform a simple poem from memory</li> </ul> | <b>Pupils should be able to:</b> <ul style="list-style-type: none"> <li>Bring stories to life with expression and intonation.</li> <li>Read the audience to know when to add detail and when to leave it out.</li> </ul><br><b>A YEAR 3 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>retell a story using narrative language and add relevant detail</li> <li>perform poems from memory adapting expression and tone as appropriate</li> </ul><br><b>A YEAR 4 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone</li> </ul> | <b>Pupils should be able to:</b> <ul style="list-style-type: none"> <li>Narrate detailed and exciting stories.</li> <li>Use the conventions and structure appropriate to the type of story being told.</li> <li>Interweave action, character descriptions, settings and dialogue.</li> </ul><br><b>A YEAR 5 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation and volume so that meaning is clear</li> <li>perform poems and plays from memory, making careful choices about how ideas are conveyed and adapting expression and tone.</li> </ul><br><b>A YEAR 6 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and expression so that literal and implied meaning is clear</li> </ul> |

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| <b>Hold conversations and debates</b><br>This concept involves understanding how to engage with others.                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Children at the expected level of development will:</b><br><br><b>ELG: Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions,</li> <li>Express their ideas and feelings about their experiences using full sentences,</li> </ul> | <b>Pupils should be able to:</b> <ul style="list-style-type: none"> <li>Take turns to talk, listening carefully to the contributions of others.</li> <li>Vary language between formal and informal according to the situation.</li> <li>Add humour to a discussion or debate where appropriate.</li> </ul> <b>A YEAR 1 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>hold attention when playing and learning with others</li> <li>start a conversation with an adult they know well or with their friends</li> <li>join in with conversations in a group</li> </ul> <b>A YEAR 2 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>take turns when talking in pairs or a small group</li> <li>hold the attention of people they are speaking to by adapting the way they talk</li> </ul> | <b>Pupils should be able to:</b> <ul style="list-style-type: none"> <li>Make relevant comments or ask questions in a discussion or a debate.</li> <li>Seek clarification by actively seeking to understand others' points of view.</li> <li>Respectfully challenge opinions or points, offering an alternative.</li> </ul> <b>A YEAR 3 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>take a full part in paired and group discussions</li> </ul> <b>A YEAR 4 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>increasingly adapt what is said to the needs of the listener or audience</li> </ul> | <b>Pupils should be able to:</b> <ul style="list-style-type: none"> <li>Negotiate and compromise by offering alternatives.</li> <li>Debate, using relevant details to support points.</li> <li>Offer alternative explanations when others don't understand.</li> </ul> <b>A YEAR 5 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>adapt their spoken language depending on the audience, the purpose or the context</li> <li>begin to select the appropriate register according to the context</li> </ul> <b>A YEAR 6 SPEAKER CAN</b> <ul style="list-style-type: none"> <li>take an active part in discussions and can take on different roles</li> <li>make contributions to discussions, evaluating others' ideas and respond to them</li> <li>sustain and argue a point of view in a debate, using the formal language of persuasion</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"><li>engage listeners through choosing appropriate register that is matched to the context</li></ul> |
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