



Pupils should be taught to:	EYFS early learning goals	Y 1	Y 2	Y 3/4	Y 5/6
<p>Listen and respond appropriately to adults and their peers</p>	<p><u>Communication and language</u></p> <p><u>Listening Attention and Understanding ELG</u></p> <p>Children at the expected level of development will:</p> <p>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;</p>	<p>Look at who's talking to them.</p> <p>Follow instructions whilst busy with another task.</p> <p>Follow 2 to 3 part spoken instructions – e.g. get your coat, then choose a partner and line up by the door.</p> <p>Understand how or why questions.</p>	<p>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>Understand key points they need to focus on in order to answer a question or follow an instruction.</p>	<p>Listen to information; work out what is the important information they need to convey to their audience.</p> <p>Be specific when asking for clarification.</p> <p>Infer meanings and make predictions from what's said and how it is said.</p>	<p>Understand different types of questions – open, closed, rhetorical</p> <p>Understand and use phrasal verbs appropriately e.g. 'putting up with'</p> <p>Understand and enjoy jokes and recognise simple idioms.</p>
<p>Ask relevant questions to extend their understanding and knowledge</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding;</p>	<p>Understand and answer how, what and why questions, with obvious, straight-forward answers.</p>	<p>Ask lots of questions to find out specific information including how and why.</p> <p>'Dig deeper' when questioning others to extend their knowledge.</p> <p>Respond appropriately to the answers to their questions.</p>	<p>Ask questions to seek additional information for clarification.</p> <p>Beginning to understand that there is a logical sequence to asking questions.</p>	<p>Understand and use different question types i.e. open / closed/ rhetorical.</p> <p>Keep conversations going with a range of people by asking relevant questions relating to the previous remark.</p>
<p>Use relevant strategies to build their vocabulary</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><u>Speaking ELG</u></p> <p>Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p>	<p>Understand that words can be put into categories e.g. animals, transport, characters</p> <p>Recognise objects, characters and animals from a description.</p> <p>Use words more specifically to make their meaning clear</p>	<p>Begin to choose from a range of imaginative and descriptive words in sentences.</p> <p>Be able to infer what a new word means by context.</p> <p>Be able to use classroom resources to support language choices.</p>	<p>Use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices.</p>	<p>Explore sophisticated vocabulary that has multiple meanings and use mostly accurately.</p> <p>Be able to select the most appropriate resource to support vocabulary choices.</p>
<p>Articulate and justify answers, arguments and opinions</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-</p>	<p>Show that they can use language to reason and persuade e.g. 'I think.....because....'</p>	<p>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>Use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc.</p> <p>Link points made with appropriate conjunctions and connecting phrases to provide a coherent thread.</p>	<p>Negotiate an agreement explaining other possible outcomes and options.</p> <p>Realise when people don't understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc.</p>

<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>List events with some detail.</p> <p>Retell favourite stories.</p> <p>Describe events. These may not always be joined together or in the correct order.</p>	<p>Describe their own experiences in detail and in the correct order.</p> <p>Tell a story with important key components in place.</p> <p>Use conjunctions to link their ideas together.</p>	<p>Select appropriate detail and chronology to include in their descriptions, explanations, narratives – increasingly aware of the need for brevity or extension.</p>	<p>Tell elaborate entertaining stories which are full of detailed descriptions.</p> <p>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>
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Pupils should be taught to:	EYFS early learning goals	Y 1	Y 2	Y 3/4	Y 5/6
<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>		<p>Start conversations with other people and join in with group conversations listening and responding to ideas expressed by others.</p>	<p>Take turns to talk, listen and respond in two-way conversations and groups.</p>	<p>Vary the tone of their voices to make storytelling exciting and come to life.</p> <p>Understand the interests of the listener, e.g. ‘guess who I saw yesterday’.</p>	<p>Manage and organise collaborative tasks with little adult supervision.</p> <p>Use appropriate expression and tone for the purpose and the audience.</p>
<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>		<p>Use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.</p>	<p>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>Use speculative and hypothetical language to explore a range of ideas and situations</p> <p>Negotiate an agreement explaining other options and possible outcomes.</p>
<p>Speak audibly and fluently with an increasing command of Standard English</p>		<p>Produce speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation of certain sounds and some grammatical errors.</p>	<p>Use speech that is usually clear and easily understood by others.</p> <p>Have a growing awareness of grammatically accurate Standard English.</p>	<p>Use grammatically accurate standard English.</p> <p>Recognise the difference between formal and informal language.</p>	<p>Select and use sophisticated language patterns and structures including in formal situations, a good command of Standard English.</p>
<p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>		<p>Join in and organise role play with friends.</p> <p>Play cooperatively and pretend to be someone else talking.</p> <p>Re-tell favourite stories.</p>	<p>Use an imaginative range of descriptive words when engaged in role play.</p> <p>Use speech that is consistently clear and easy to understand when presenting to others.</p>	<p>Speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task.</p> <p>Vary their tone of voice to make role play/information more exciting.</p>	<p>Participate confidently in debate, understanding and sustaining the conversations and demonstrating a range of debating skills.</p> <p>Instigate, participate and improvise appropriately in collaborative tasks.</p>
<p>Gain, maintain and monitor the interest of the listener(s)</p>		<p>Initiate conversations with others, understanding they need to look at the audience when they are speaking.</p> <p>Give details that they know are important and will influence the listener.</p>	<p>Begin to be aware of what the listener knows already and make checks while telling the story.</p> <p>Take turns to talk, listen and respond in two-way conversations and groups.</p>	<p>Add detail or leave information out according to how much is already known by the listener.</p> <p>Understand the interests of the listener and respond appropriately</p>	<p>Tell elaborate entertaining stories using expression and tone of voice to engage the listener.</p> <p>Incorporate detail to engage and inform the listener across tasks that aren’t always straightforward chronologies e.g. aside, flashback, counterargument etc</p>

<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>		<p>Listen to others, taking account of their opinions.</p> <p>Take turns to speak to and with others.</p>	<p>Listen carefully to others, asking lots of questions to find out specific information including 'how' and 'why'</p> <p>Begin to recognise and value the opinions of others</p>	<p>Join in discussions using appropriate and relevant vocabulary.</p> <p>Keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints.</p>	<p>Explore and explain situations and concepts to identify and evaluate the merits of other options and possible outcomes.</p> <p>Negotiate agreement by sharing ideas and information, giving and receiving advice, offering an opinion and taking notice of the opinion of others.</p>
<p>Select and use appropriate registers for effective communication.</p>		<p>Use words more specifically to make meaning clear.</p> <p>Show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet.</p>	<p>Use language they hear other people using and begin to be aware of current peer language.</p> <p>Begin to understand that they need to use different styles of talk with different people</p>	<p>Use formal or informal language where appropriate in familiar situations to ensure the listener understands</p>	<p>Select and use the appropriate formality of language depending on the audience.</p> <p>Explain features of own and others' language use, showing understanding of the effect of varying language for different purposes and situations.</p>

“The national curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.”