Spoken Language

The objectives for spoken language identify what pupils should know by the end of each year group and link to prior learning. These are taken from the National Curriculum objectives for Years 1 to 6 and enable teachers to identify and plug gaps in pupil's knowledge and skills.

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 therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate. All pupils are effectively supported to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils are able to adopt, create and sustain a range of roles, responding appropriately to others in role. They 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.

Pupils are taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They are provided with opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils are taught the importance of how to take turns and when and how to participate constructively in conversations and debates.

Pupils are supported to develop their vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

Pupils receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age	Listen to others in one-to-one or small groups, when conversations interest them. Enjoy listening to stories and can remember much of what happens. Understand a question or instruction that has 2 parts, such as: "Get your coat and wait at the door."	Understand how to listen carefully and why listening is important. Listen and respond to ideas expressed by others in conversation or discussion. Listen carefully to rhymes and songs, paying attention to how they sound.	Understand the need to look at who's talking to them and think about what they are saying. Demonstrate attentive listening and express simple views on a subject. Listen and understand instructions about what they are doing, whilst doing it. Consistently understand simple 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop.	Listen to others and begin to summarise some of the main points. Understand complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why.	Listen and respond to others making connected comments and begin to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information.	Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates.	Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking.	Listen attentively to ideas and respond appropriately with positive comments, observant suggestions and challenges. Notice and comment not only on what is said, but how it is said e.g. beginning to understand sarcasm when it is obvious.

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. Understand questions such as *who; why; when; where* and *how*.	Extend their understanding and knowledge by asking simple questions in a small group e.g. What…? When…? Why…?	Show interest and ask lots of questions to find out specific information e.g. How do we know…? Why did…?	Ask relevant questions in a widening variety of situations e.g. 1:1, with a visitor, during topic work, with a partner or in a group, during a visit out of school etc. Be aware of when a message is not clear and ask for an explanation.	Begin to recognise the difference between open and closed questions and start to demonstrate the appropriate use and application of these.	Is able to pose increasingly thoughtful questions to both their peers and to adults. Identify clearly when they haven't understood and be specific about what additional information they require.	Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.

Use relevant strategies to build their vocabulary	Builds and uses a wider range of vocabulary that reflects the breadth of their experiences. Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture.	Use new vocabulary through the day and in different contexts. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Understand that words can be put in groups and give examples. Understand and use a range of words to describe the ideas of time, shape, texture and size. Select specific words to make the meaning clearer.	Ask for the meaning of unknown words. Use newly introduced topic words appropriately in a sentence.	Use newly introduced topic words and more adventurous vocabulary appropriately.	Use a wider range of verbs and adverbs within their everyday and more formal speech, beginning to understand the effect. e.g. "I used sprinted instead of ran because it tells you it was urgent."	Use a range of words related to time and measure. Use a wide range of verbs to express their thoughts and explain cause/effect. Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates.	Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. Know that words can have more than one meaning.

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. Beginning to use more complex sentences to link thoughts.	Articulate their ideas and thoughts in well-formed sentences.	Use language to express opinion and explain. Show that they can use language to reason and persuade.	Use extended answers to explain or justify opinion.	Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.	Articulate and justify opinion on a character, event or situation in response to a question or prompt.	Articulate clearly and justify more complex opinions and answers about a character, event or situation.	Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Able to use language in recalling past experiences. Can retell a simple past event in the correct order.	Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.	List and describe events with detail. Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing.	Express personal feelings or recount experiences with clarity, beginning to make connections between ideas or thoughts.	Expresses personal feelings or recount experiences with clarity and make clear connections between ideas or thoughts e.g. I liked this because…It reminded me of… Tell a story with important key components.	Present information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons.	Present information or personal feelings coherently selecting memorable details including specific vocabulary.	Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details. Tell elaborate and entertaining stories.

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.

Pay attention to more than one thing at a time, which can be difficult. | Behave appropriately during interactions and demonstrate the use of some non-verbal gestures – looking, eye gaze, posture, turning towards the speaker when talking to others. | Give details that they know are important and will influence the listener.

Use language to ask, negotiate, express opinions and feelings. | Can sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others. | Can keep talk purposeful and stay on topic and is beginning to use gestures and intonation to further meaning.

Begin to be aware of what the listener knows already and make checks while telling a story/recounting an experience.

Take turns to talk, listen and respond in pairs and groups.

Exaggerate in an implausible way to make things exciting. | Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures. | Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested.

Keep conversations going with a range of people in different situations. | Is able to structure their talk to meet the needs of their listeners e.g. well chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect) |

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Uses talk in pretending that objects stand for something else in play.	Uses language to imagine and recreate roles and experiences in play situations. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Introduces a storyline or narrative not their play.	Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation.	Will express characters' thoughts and feelings in imaginative play and uses appropriate words, phrases and sentences.	Is able to explore and imagine feelings within both story and real-life settings. Will express views and feelings and is showing the confidence to speculate on a range of possible outcomes.	Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).	Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect.	Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real-life situations.

Speak audibly and fluently with an increasing command of Standard English	Use longer sentences of four to six words. Develop their communication but may continue to have problems with irregular tenses and plurals, such as: 'runned' for 'ran' and 'swimmed' for 'swim'. Develop their pronunciation but may have problems saying some sounds: r, j, th, ch and sh, and/or multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Connect one idea or action to another using a range of connectives. Develop social phrases.	Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions.	Use speech that is consistently easy to understand and clear. Use a range of conjunctions to join clauses and sentences and to help explain and justify events.	Speaks clearly using more sophisticated language to explain, justify and relay information.	Can speak clearly and fluently about a range of events. Uses complex sentences to communicate clearly and explain further.	Uses complex grammar and sentence structure in their speech. Uses intonation linked to grammar. Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc.	Uses complex sentence structures with confidence and is fluent, clear and confident, talking in a wide range of situations.

| Participate in discussions, presentations, performances, role play, improvisations and debates | Sing a large repertoire of songs.

Joins in with repeated refrains and anticipates key events and phrases in rhymes.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Learn rhymes, poems and songs. | Use character voices in context.

Contributes appropriately to discussions making comments relevant to the topic. | Is able to work in role and take on some of the characteristics and/or the voice of the character being played.

Will extend simple roles by expressing emotions.

Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary. | Can create and sustain a role for longer periods adding greater detail to a role/character.

Is able to present and structure information in different ways | Will sustain a role/scenario and shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement.

Presents information in a structured way and is able to use topic specific vocabulary. | Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation.

Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific. | Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively.

Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context. |
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Gain, maintain and monitor the interest of the listener(s)		Uses intonation, rhythm and phrasing to make the meaning clear to others.	Links statements and sticks to a main theme or intention.	Will vary their voice for effect e.g. "I **really** want a dog for Christmas."	Will change their voice and use expression to engage the listener and keep them interested.	Can explain ideas in a manner appropriate to the listener.	Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener.	Understands the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab the listener's attention. Add/remove detail depending on information known about the listener. Understand the interests of the listener.	Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience.
Consider and evaluate different viewpoints, attending to and building on the contributions of others				Responds to what they hear with relevant comments.	Recognises that there are other viewpoints. Make a simple comment in response to others' viewpoints and say whether they agree or disagree and why.	Can listen to others' views and preferences, agree next steps to take, and consider alternatives e.g. "That didn't work. Why don't we try…?"	Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.	Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.	Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.

Select and use appropriate registers for effective communication.			Uses a more formal tone with the adults in school.	Knows that they need to use different styles of talk with different people e.g. friends and teachers, and is able to greet visitors appropriately etc.	With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor, presenting an argument to persuade the Headteacher, expressing an opinion in a debate.	In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.	Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly	In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal)