

| National Curriculum. Pupils should be taught to.. | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|--|---|--|
| Word structures and language (Talk for Writing) | <p>Determiners: the, a, my, your, an, this, that, his, her, their, some, all, lots of, many more, those, these</p> <p>Prepositions: up, down, above, below, under, beneath, in, into, out, to/onto, inside, outside, towards, across, under</p> <p>Adjectives to describe</p> <p>Alliteration</p> <p>Adverbs</p> <p>Similies - using 'as'</p> <p>Precises clear language to give information</p> <p>Regular plural noun suffixes –s or –es</p> <p>Suffixes that can be added to verbs</p> <p>How the prefix un-changes the meaning of the verbs and adjectives</p> | <p>Prepositions: behind, above, along, before, between, after</p> <p>Alliteration</p> <p>Similies - using 'like'</p> <p>Two adjectives to describe the noun</p> <p>Adverbs for description</p> <p>Adverbs for information</p> <p>Generalisers for information</p> <p>Formation of nouns using suffixes such as –ness, -er</p> <p>Use the suffixes –er and –est to form comparisons of adjectives and verbs</p> | <p>Prepositions: Next to, by the side of, In front of, during, through, throughout, because of</p> <p>Powerful verbs</p> <p>Boastful Language</p> <p>More specific/technical vocabulary to add detail</p> <p>Nouns formed from prefixes</p> <p>Word Families based on common words</p> <p>Use of determiners a or an according to whether next word begins with a vowel</p> | <p>Prepositions: at, underneath, since, towards, beneath, beyond</p> <p>Conditionals - could, should, would</p> <p>Comparative and superlative adjectives</p> <p>Proper nouns refers to a particular person or thing</p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms</p> | <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words: someone, somewhere was out to get him</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p> | <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p> |
| 1 listen and respond appropriately to adults and their peers. | <p>Ways to listen</p> <p>I will listen and respond to the speaker making simple comments and suggestions SL1</p> <p>I can understand 1 and 2 step instructions SL2</p> <p>I can remain focused on the speaker during a task SL3</p> | <p>Human sculptures</p> <p>I will make helpful contributions when speaking in turns, in pairs and in small groups SL1</p> <p>To understand more than a 2 step instruction SL2</p> <p>To seek clarification when a message is not clear SL3</p> | <p>House party</p> <p>I will respond to a speaker's main ideas, developing them through comments and suggestions SL1</p> <p>I will build on ideas that are shared SL2</p> <p>I begin to ask for specific additional information to clarify SL3</p> | <p>Freeze frames</p> <p>I will work in a variety of group situations following appropriate etiquette for group dynamic SL1</p> <p>I can engage in discussions making relevant points SL2</p> | <p>Barrier games</p> <p>I will show a clear understanding of the main points of a conversation / discussion SL1</p> <p>I will be able to articulate and develop the speaker's ideas in different ways SL2</p> <p>I will make reference to others comments when articulating my own ideas SL3</p> <p>I can demonstrate active listening by justifying ideas or expanding on the ideas of others SL4</p> | <p>Tableaux</p> <p>I will participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group SL1</p> <p>I can demonstrate active listening by justifying ideas or expanding on the ideas of others SL2</p> <p>I can understand the meaning of some phrases beyond the literal interpretation SL3</p> |
| 2 ask relevant questions to extend their understanding and knowledge. | <p>Hot seating</p> <p>I will begin to ask questions that link clearly to the topic being discussed SL4</p> <p>I can begin to seek clarification when a message is not clear SL5</p> | <p>Ways to listen</p> <p>I will show that the conversation is being followed through the questions that are asked SL4</p> | <p>Marking in the moment</p> <p>I will generate questions to ask a specific speaker/ audience in response to a talk /conversation SL4</p> | <p>Conscience alley</p> <p>I will ask questions in direct response to some thing heard / presented SL3</p> | <p>Hot seating</p> <p>I will spontaneously ask questions which develop the conversation SL5</p> | <p>Mantle of the expert</p> <p>I will ask questions and take ideas or knowledge further to enhance the discussion SL4</p> |

| | | | | | | | | | | | | |
|---|-----------------------------------|--|------------------------------------|--|------------------------------------|---|--------------------------------------|--|--|---|--------------------------------------|--|
| <p>3 use relevant strategies to build their vocabulary.</p> | <p><i>Oral story</i></p> | <p>I will be encouraged to listen to and use new vocabulary to develop my own vocabulary SL6</p> <p>I will be given opportunities to use this vocabulary in a variety of meaningful contexts SL7</p> <p>I can use subject specific pitched vocabulary to describe SL8</p> | <p><i>Photos and paintings</i></p> | <p>I will be encouraged to think of alternatives for my simple vocabulary choice SL5</p> <p>I can use subject specific pitched vocabulary to describe and explain SL6</p> <p>I can suggest words or phrases appropriate to the topic being discussed SL7</p> | <p><i>Image theatre</i></p> | <p>I will be encouraged to develop my individual vocabulary using words I hear and see in my reading and across curriculum subjects SL5</p> <p>I can use key words that are appropriate to the topic being discussed SL6</p> <p>I am beginning to ask questions about the topic SL7</p> | <p><i>Role on the wall</i></p> | <p>I will use new vocabulary within the correct context SL4</p> <p>I will discuss a wider range of topics which are perhaps unfamiliar to my own direct experience SL5</p> <p>I can use interesting adjectives, adverbial phrases and expanded noun phrases in discussion SL6</p> | <p><i>Predicaments and problems</i></p> | <p>I can use vocabulary appropriately and for effect SL6</p> <p>I can use appropriate terminology linked to other curriculum subjects SL7</p> <p>I can use technical vocabulary SL8</p> <p>I can explain the meaning of key words and concepts SL9</p> <p>I can link topic vocabulary and explain with confidence SL10</p> | <p><i>Image Theatre</i></p> | <p>I can talk about abstract concepts using rich and varied vocabulary to articulate ideas and emotions SL5</p> <p>I can use sophisticated vocabulary. I can explain the meaning of key words and concepts, offering alternative SL6</p> <p>I can link topic vocabulary and explain and justify with confidence and evidence SL7</p> |
| <p>4 articulate and justify answers, arguments and opinions.</p> | <p><i>Hot seating</i></p> | <p>I can answer questions clearly in sentences SL9</p> <p>I can begin to know that different people hold opinions that are different from our own SL10</p> <p>I can begin to say my own ideas SL11</p> | <p><i>Game show host</i></p> | <p>I can give a reason for my answer when asked SL8</p> <p>I will explain why I have certain thoughts or opinions SL9</p> <p>I know that different people hold opinions that are different from my own SL10</p> <p>To begin to respond to somebody else's contribution and explain my point SL11</p> | <p><i>Mantel of the expert</i></p> | <p>I can give answers to questions that are supported by justifiable reasons SL8</p> <p>I can make relevant contributions to a debate SL9</p> <p>I can seek clarification by actively seeking to understand others' points of view SL10</p> <p>I can respectfully challenge opinions or points SL11</p> | <p><i>Marking in the moment</i></p> | <p>I can support my own ideas and opinions with explanations SL7</p> <p>I can ask questions in a debate SL8</p> <p>I can offer an alternative to people's opinion SL9</p> | <p><i>Conscience alley</i></p> | <p>I can sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation SL11</p> <p>I am beginning to negotiate and compromise by offering alternatives SL12</p> <p>I am beginning to debate using evidence to support points SL13</p> <p>I can offer alternatives when others don't understand SL14</p> <p>I can begin to critically examine ideas and views expressed SL15</p> | <p><i>Classroom presentation</i></p> | <p>I can present ideas / opinions coherently, supported with reasons SL8</p> <p>I can negotiate and compromise by offering alternatives SL9</p> <p>I can debate using evidence to support points SL10</p> <p>I can critically examine ideas and views expressed SL11</p> <p>I am able to gather evidence for both sides of the argument SL12</p> <p>I am able to explain either point of view SL13</p> |
| <p>5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> | <p><i>Image theatre</i></p> | <p>I can describe my immediate world and environment SL12</p> | <p><i>Role-play</i></p> | <p>I can talk about myself clearly and confidently SL12</p> <p>I can retell simple stories / recounts SL13</p> | <p><i>Thought tracking</i></p> | <p>I can develop ideas and feelings through sustained talk SL12</p> | <p><i>House party</i></p> | <p>I can organise what I want to say so that it is clear to the listener SL10</p> <p>I can give descriptions, recall events / stories / recount experiences with some added detail to engage the listener SL11</p> | <p><i>Role on the wall</i></p> | <p>I can talk about feelings, thoughts and ideas with some detail to make meanings explicit SL16</p> <p>I can present information clearly and in an appropriate form to the listener SL17</p> | <p><i>Paired improvisation</i></p> | <p>I can plan and present information verbally, selecting the appropriate format and style to match the purpose SL14</p> <p>I can sustain a longer conversation about a given topic SL15</p> |
| <p>6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> | <p><i>Meetings</i></p> | <p>I can remain focused on a conversation when I'm not directly involved SL13</p> <p>I can suggest words or phrases appropriate to the topic being discussed SL14</p> | <p><i>Draw a story</i></p> | <p>I can stay focused on a conversation and I can recall the main points when questioned SL14</p> | <p><i>Mime</i></p> | <p>I can show through the contributions made that I have followed a conversation SL13</p> | <p><i>Prepared improvisation</i></p> | <p>I can show through the contributions made and questions asked that I have followed a conversation SL12</p> | <p><i>Ways to listen</i></p> | <p>I can summarise another person's contribution to a discussion SL18</p> | <p><i>Courtroom</i></p> | <p>I can summarise and add my own interpretation / opinion based on what has been heard SL16</p> |
| <p>7 use spoken language to develop understanding through speculating, hypothesising,</p> | <p><i>Sound scape/collage</i></p> | <p>I will begin to offer ideas SL15</p> | <p><i>Word story</i></p> | <p>I will offer ideas and suggestions based on what has been heard SL15</p> | <p><i>Freeze game</i></p> | <p>I will develop ideas and expand on these building on what others say SL14</p> | <p><i>What's in the box</i></p> | <p>I can adapt ideas in light of new information SL13</p> | <p><i>Flash back and flash forward</i></p> | <p>I will offer ideas and support these with reasoning SL19</p> | <p><i>Adaptive theatre</i></p> | <p>I am prepared to change my ideas as new information comes to light and make references back to original thoughts providing either further evidence to support ideas or reasons for the change of focus SL17</p> |

| | | | | | | | | | | | | |
|---|-----------------------------|--|------------------------------|---|---------------------------|--|-----------------------------|---|----------------------|--|---------------------|--|
| imagining and exploring ideas. | | | | | | | | | | | | |
| 8 speak audibly and fluently with an increasing command of Standard English. | <i>Photos and paintings</i> | I Can speak clearly when talking in class SL16 | <i>Just a minute</i> | I can speak in grammatically correct sentences SL16 | <i>Oral story telling</i> | I can speak to a wider audience e.g whole school in assembly SL15 I can hold eye contact and understand the importance, when someone is talking to you SL16 I understand that facial expressions are used to communicate SL17 I can speak confidently to a class SL18 I am beginning to understand and project voice SL19 I am beginning to understand others facial expressions SL20 | <i>News reporter</i> | I can adapt my speaking style to suit the audience SL14 I can use some facial expressions when performing SL15 I am able to project my voice when talking or performing to the whole class SL16 I can use expression in voice to portray emotions. I can use my facial expressions to express my character/performance SL17 I am beginning to understand others body language SL18 | <i>All change!</i> | I can articulate thoughts clearly when presenting to a range of audiences SL20 I can confidently use a variety of facial expressions when performing SL21 I can begin to project my voice in an assembly SL22 I can use my body language when performing to show messages SL23 I can think about what the audience might like/expect/understand SL24 I can develop my own flair and character on stage SL25 | <i>Role-play</i> | I can adopt a formal / informal tone-appropriate to the situation SL18 I can use my posture when performing SL19 I can confidently project my voice in an assembly SL20 I can confidently share my liveliness and flair with pride SL21 |
| 9 participate in discussions, presentations, performances, role play, improvisations and debates. | <i>Role-play</i> | I know when it is my turn to speak in a simple presentation/ discussion SL17 I can take part in role play to find out about different characters and situations SL18 | <i>Whoosh! Story telling</i> | I can take different roles in a drama / role play to explore how others feel about a character's actions SL17 I am able to take turns interacting independently SL18 | <i>Improvisation</i> | I can prepare and present information orally SL21 I can participate in discussions by listening to others and building on from what has been said SL22 | <i>Good angel/bad angel</i> | I can participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotion SL19 | <i>Courtroom</i> | I can present information in a variety of ways to a range of audiences SL26 I can take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused SL27 | <i>Debates</i> | I can perform to wider audiences combining words, gestures and movement SL22 I can participate in debates, following appropriate etiquette, and conventions SL23 |
| 10 gain, maintain and monitor the interest of the listener (s) | <i>Babble gabble</i> | I can speak clearly so that the listener can hear what is said SL19 I can understand to make eye contact when talking to someone SL20 I can use actions when I perform SL21 | <i>Mime</i> | I can organise thoughts into sentences before expressing them SL19 I can choose words to add interest or detail SL20 To begin to understand simple humour when hearing it SL21 | <i>Performing poetry</i> | I can adapt language, tone and style to suit the purpose of the listener SL23 I can begin to add simple humour to what you I am saying SL24 I am beginning to use persuasive language SL25 | <i>Just a minute</i> | I can plan talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener SL20 I can use humour for the desired effect during speaking and listening activities SL21 I can use persuasive language effectively SL22 | <i>Gameshow host</i> | I need to be aware of the listener and adapt talk to maintain the listener's interest SL28 I can express and explain relevant ideas with some elaboration to make meanings explicit SL29 I can recognise and explain some idioms SL30 I can add humour to a discussion or debate where appropriate SL31 I can select appropriate language in a range of situations (formal/informal) SL32 I can begin to understand sarcasm when it is heard SL33 | <i>Newsreporter</i> | I can maintain control and organise talk to guide the listener SL24 I can adapt vocabulary, grammar and non verbal features to maintain listener's interest SL25 I can begin to use sarcasm effectively when speaking SL26 |

| | | | | | | | | | | | | |
|--|-----------------------------|--|----------------------------|---|------------------------------------|---|-----------------------------|---|------------------------------------|--|---------------------------------|---|
| <p>11 consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> | <p><i>Change places</i></p> | <p>I know that different people have different Ideas SL22</p> | <p><i>Role on wall</i></p> | <p>I know that people have different ideas / responses and I recognise that these are as valuable as my own SL22</p> | <p><i>Good angel/bad angel</i></p> | <p>I take account of the viewpoints of others when building on arguments SL26</p> | <p><i>Courtroom</i></p> | <p>I take account of the viewpoints of others and offer responses SL23</p> | <p><i>Debate</i></p> | <p>I make reference to the viewpoints of others SL34</p> | <p><i>Forum theatre</i></p> | <p>I will provide supporting evidence or counter balance others ideas with my own opinions SL27</p> |
| <p>12 select and use appropriate registers for effective communication.</p> | <p><i>Puppet show</i></p> | <p>I notice how different speakers talk SL23</p> | <p><i>Hot seating</i></p> | <p>I notice how different speakers talk and consider why this might be the case SL23</p> | <p><i>Newsreader</i></p> | <p>I am beginning to adapt suitable styles of delivery dependent on task / audience SL27</p> | <p><i>Gameshow host</i></p> | <p>I recognise how language choices vary in different situations SL24</p> | <p><i>Mantel of the expert</i></p> | <p>I can explain how language use varies in different Situations SL35</p> | <p><i>Radio broadcaster</i></p> | <p>I can explain how language use varies in different situations and reflect this understanding in the choices made for delivering talk SL28</p> |