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|  | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** |
| **Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age** | * Understands the need to look at who’s talking to them and think about what they are saying. * Demonstrates attentive listening and can express simple views on a subject. * Listen and understand instructions about what they are doing, whilst doing it. * Consistently understands **simple** 2 and 3 part spoken instructions *e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop.* * Understand ‘how’ and ‘why’ questions. | * Listens to others and is beginning to summarise some of the main points. * Understands 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 is beginning 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.* | * Listens attentively to ideas and responds 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** | * Will 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…?* | * Will ask relevant questions in a widening variety of situations e.g. 1:1, of 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. | * Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. | * 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 need. | * 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** | * 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. *e.g. “I’m going to play with the red spotty ball and then the blue one.”* | * 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. * Compare words. | * Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. * *e.g. “I used sprinted instead of ran because it tells you more.”* | * 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. |

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|  | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** |
| **Articulate and justify answers, arguments and opinions** | * Use language to express opinion and explain *e.g. “I want to go and build a snowman because it’s snowing and it’s fun.”* * Show that they can use language to reason and persuade. | * Use more complicated grammar to explain or justify opinion *e.g. “It was fun and even the grumpy old man was laughing, so I’d like to go again.”* | * 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** | * List events with detail. * Describe events. * Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing. | * Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts *e.g. I liked this because…* | * Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts *e.g. I liked this because…It reminded me of…* * Tell a story with important key components. | * Presents 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* | * Presents 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 conversations and join in with them. * Behaves appropriately during interactions and will 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. * Uses 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. * Use language they hear other people using. * 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). |

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|  | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** |
| **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** | * 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 words and phrases 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** | * 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 e.g. *so, because, if, when.* | * Speaks clearly using more sophisticated language to explain, justify and relay information. * Use more complicated grammar. | * 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. * 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 and clear in a wide range of situations. |
| **Participate in discussions, presentations, performances, role play/improvisations & debates** | * 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 is 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 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 interest of the listener(s)** | * 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 *(yeah, nice one, na*) and teachers (*yes, I’m happy with my writing, no),* 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 Head Teacher, 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) |