

**EYFS**

**Speaking**

* Use new vocabulary throughout the day.
* Articulate their ideas in and thoughts in well-formed sentences.
* Connect one idea or action to another using a range of conjunctions.
* Describe events in some detail.
* Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.
* Develop social phrases.
* Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
* Use vocabulary in different contexts.
* Learn rhymes, poems and songs.
* Listen to and talk about selected non-fiction to develop a deeper familiarity with new knowledge and vocabulary.

***Early Learning Goal:***

* *Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.*
* *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*
* *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.*

**Listening, Attention and Understanding**

* Understand how to listen carefully and why listening is important.
* Learn new vocabulary.
* Ask question to find out more and to check they understand what has been said to me.
* Engage in story times.
* Listen to and talk about stories to build familiarity and understanding.
* Listen carefully to rhymes and songs, paying attention to how they sound.
* Engage in non-fiction books.
* Listen to and talk about selected non-fiction to develop a deeper familiarity with new knowledge and vocabulary.

***Early Learning Goal:***

* *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.*
* *Make comments about what they have heard and ask questions to clarify their understanding.*
* *Hold a conversation when engaged in back and forth exchanges with their teacher and peers.*

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Speaking** | -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which can be read independently    -Discuss the significance of the title and events  -Recite some poems and rhymes by heart  -Say out loud what I am going to write about  -Compose a sentence orally before writing it  -Read aloud his/her writing clearly enough to be heard by the group and the teacher.  -Use the language of time (including telling the time throughout the day first using o’clock and then half past)  -Discuss and solve problems in familiar practical contexts, including using quantities. (Use the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than) | -Listen to, discuss and express views about a wide range of poetry (including contemporary and classic) stories and non-fiction at a level beyond that at which he/she can read independently.  -Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.  -Discuss favourite words and phrases.  -Answer and ask questions. | **-** Prepare poems and playscripts to read aloud and to perform, showing basic understanding through intonation, tone and volume.  - Participate in discussion about books that are read to him/her and read independently, taking turns and listening to what other people say.  - | **-** Ask reasoned questions to improve his/her understanding of a text.  **-** Participate in discussion about books that are read to him/her and read independently, taking turns and listening to what other people say. | -Participate in discussions about books that are read to her/him and those that can be read independently, building on his/her own and others’ views and challenging them courteously. | **-** Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others’ ideas and challenging views courteously and with clear reasoning.  -Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic, and using notes where necessary. |