

EYFS	KS1&2 objectives	Year 1	Year 2	Year 3 & 4	Year 5 & 6
<p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Listen and respond appropriately to adults and their peers</p>	<p>Look at who's talking to them.</p> <p>Follow instruction whilst busy with another task.</p> <p>Be able to 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 sarcasm</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>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 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 question 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>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>Use vocabulary appropriately and for effect</p> <p>Use appropriate terminology linked to other curriculum subjects</p>	<p>Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions</p> <p>Be able to select the most appropriate resource to support vocabulary choices</p>

<p>Children are confident to speak in a familiar group, will talk about their ideas.</p>	<p>Articulate and justify answers, arguments and opinions</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>Can give answers to questions that are supported by justifiable reasons</p> <p>Can support own ideas and opinions with explanation</p>	<p>Can sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation</p> <p>Can present ideas / opinions coherently , supported with reasons</p>
	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</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 be concise or extend answers based on the situation.</p>	<p>Can talk about feelings, thoughts and ideas with some detail to make meaning explicit</p> <p>Can present information clearly and in an appropriate form to the listener</p> <p>Can plan and present information verbally selecting the appropriate format and style to match the purpose</p> <p>Can sustain a longer conversation about a given topic</p>
	<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 story telling 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>Can summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard</p>

	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Begin to offer ideas and suggestions based on what has been heard - for example in response to reading or watching an experiment	Use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.	Develop ideas and expand on these building on what others say Adapt these ideas in light of new information	Offer ideas and support these with reasoning. Be prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus
	Speak audibly and fluently with an increasing command of Standard English.	Produce speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation of certain sounds and some grammatical errors	Use speech that is usually clear and easily understood by others. Have a growing awareness of grammatically accurate Standard English.	Use grammatically accurate standard English Recognise the difference between formal and informal language.	Can articulate thoughts clearly when presenting to a range of audiences Can adopt a formal / informal tone as appropriate to the situation
	Participate in discussions, presentations, performances, role play, improvisations and debates.	Join in and organise role play with friends. Play cooperatively and pretend to be someone else talking. Re-tell favourite stories.	Use an imaginative range of descriptive words when engaged in role play. Use speech that is consistently clear and easy to understand when presenting to others	Speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task Vary their tone of voice to make role play/information more exciting.	Can present information in a variety of ways to a range of audiences Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused Perform to wider audiences combining words, gestures and movement Participate in debates, following appropriate etiquette, and conventions
	Gain, maintain and monitor the interest of the listener(s).		Take turns to talk, listen and respond in two-way conversations and groups Organise thoughts into sentences before expressing them Give details that they know are important and will influence the listener.	Add detail or leave information out according to how much is already known by the listener. Understand the interests of the listener and respond appropriately.	Be aware of the listener and adapt talk to maintain the listener's interest Express and explain relevant ideas with some elaboration to make meaning explicit

					<p>Maintain control and effective organisation of a talk to guide the listener</p> <p>Adapt vocabulary, grammar and non-verbal features to maintain listener's interest</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>Take account of the viewpoints of others when building own arguments and offering responses</p>	<p>Explore and explain situations and concepts to identify and evaluate the merits of other options and possible outcomes.</p> <p>Make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions</p>
	<p>Select and use appropriate registers for effective communication.</p>	<p>Use words more specifically to make their 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>