



## KEY LEARNING

### SPEAKING

Nursery

#### Spoken Language

- Retell stories, rhymes and poems
- To continue to develop an understanding of a wide range of vocabulary linked to key texts.
- To be able to start a conversation with a familiar adult or peer.
- Use talk to communicate with peers during play.
- To be able to talk about familiar books
- To be able to express a point of view
- Develop their communication, but may continue to have problem with irregular tenses and plurals
- Using sentences of four to six words - "I want to play with cars" or "What's that thing called?" (Development Matters Non-statutory curriculum guidance: Observation Checkpoint)
- Use the future and past tense "I am going to the park" and "I went to the shop" (Development Matters Non-statutory curriculum guidance: Observation Checkpoint)
- Use sentences joined up with words like 'because' 'or' 'and'? (Development Matters Non-statutory curriculum guidance: Observation Checkpoint)
- Can retell a simple past event in the right order – I went down the slide, hurt finger. (Birthto5Matters)
- Asks who, what, when, how? (Birthto5Matters)

Listening, Attention and Understanding		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Shift from one task to another when attention is obtained by using their name. (Development Matters)</li> <li>• Is able to follow directions (Birthto5Matters)</li> <li>• To listen to other children in a small group (3 or 4 children).</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to follow directions (Birthto5Matters)</li> <li>• To listen to other children in a small group (3 or 4 children)</li> <li>• Listens to others in one-to-one or small groups, when conversation interests them (Birthto5Matters)</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (Birthto5Matters).</li> <li>• To sit and listen for a short group time (5 minutes)</li> <li>• To learn simple “My Turn, Your Turn”</li> <li>• To be able to answer “why” questions. (Development Matters)</li> <li>• Beginning to understand ‘how’ questions. (Birthto5Matters)</li> <li>• Responds to instructions with more elements eg Give the ball to me, collect up all the blocks and put them in the box. (Birthto5Matters)</li> </ul>

## Reception

Spoken Language
<ul style="list-style-type: none"> <li>• Retell stories, rhymes and poems</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (Development Matters)</li> <li>• Use new vocabulary in different contexts. (Development Matters)</li> <li>• Confidently share their home experiences with the class bear, Ed Ted, describing events in detail. (Development Matters)</li> <li>• Ask questions to find out information.</li> <li>• To develop social phrases. “Good morning. How are you?” (Development Matters)</li> <li>• Uses language to imagine and recreate roles and experiences in play situations (Birthto5Matters)</li> </ul>

- Introduces a storyline or narrative into their play. (Birthto5Matters)
- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. (ELG)
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG)
- 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. (ELG)

Listening, Attention and Understanding

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• <i>Understand and retell familiar stories and rhymes</i></li> <li>• Listen 1-1 or in a small group (Development Matters)</li> <li>• Demonstrate understanding by responding to specific instructions eg during tidy up time (Development Matters)</li> <li>• Listen to stories with increasing attention and recall (Development Matters)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand and retell familiar stories and rhymes</i></li> <li>• Listens and respond to what others say (Development Matters)</li> <li>• Are able to 'chat and do' simultaneously. (Development Matters)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand and retell familiar stories and rhymes</i></li> <li>• Listen during whole class teacher input and during a range of different contexts eg visitors, assembly. (10 minutes)</li> <li>• <b>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.</b></li> <li>• <b>Make comments about what they have heard and ask questions to clarify their understanding</b></li> <li>• <b>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</b></li> </ul>

Years 1 to 6

These statements apply to all years. The content is taught at a level appropriate to the age of the pupils. Pupils build on the oral language skills that have been taught in preceding years.

### Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.