



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)

Reception

Spoken Language

- Retell stories, rhymes and poems
- 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)
- Use new vocabulary in different contexts. (Development Matters)
- Confidently share their home experiences with the class bear, Ed Ted, describing events in detail. (Development Matters)
- Ask questions to find out information.
- To develop social phrases. “Good morning. How are you?” (Development Matters)
- Uses language to imagine and recreate roles and experiences in play situations (Birthto5Matters)
- 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)**

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.