



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to and respond appropriately to adults and their peers	Listen to and respond appropriately to adults and their peers - using full sentences in small groups Understand how to listen carefully and why listening is important. (C&L)	Listen to and respond appropriately to adults and their peers - using full sentences in whole class discussions	Listen to and respond appropriately to adults and their peers - using full sentences to begin to build on their peers' comments with adult prompts	Listen to and respond appropriately to adults and their peers - using full sentences to begin to independently build on their peers' comments	Listen to and respond appropriately to adults and their peers - using full sentences to independently build on their peers' comments	Listen to and respond appropriately to adults and their peers - using full sentences to confidently build on their peers' comments	Listen to and respond appropriately to adults and their peers - using full sentences to confidently build on their peers' comments in a range of different settings
Ask relevant questions to extend their understanding and their knowledge	Ask questions to find out more and to check they understand what has been said to them (C&L)	Ask for clarification when unsure Begin to ask questions when exploring a new topic	Ask for clarification about a specific task Ask questions when exploring a new topic or during new learning	Ask for clarification about a specific task Begin to pose thoughtful questions about their learning	Ask for clarification about a specific task Pose thoughtful questions about their learning	Ask for clarification about a specific task Pose thoughtful questions about their learning and begin to link to existing knowledge	Ask for clarification about a specific task Pose thoughtful questions about their learning and make links with their existing knowledge about the world
Use relevant strategies to build their vocabulary	Discuss new words learnt in stories and experiences with an adult Learn new vocabulary Use new vocabulary through the day (C&L)	Identify unfamiliar words learnt in stories and experiences and discuss them with an adult Apply new vocabulary in speech	Identify unfamiliar words learnt in stories and experiences and begin to use inference and background knowledge to determine meaning Apply new vocabulary in speech	Identify unfamiliar words learnt in stories and experiences. Use inference and background knowledge to determine meaning. Begin to use dictionaries with support Apply new vocabulary in speech	Identify unfamiliar words learnt in stories and experiences. Use inference and background knowledge to determine meaning. Use dictionaries Apply new vocabulary in speech	Identify unfamiliar words learnt in stories and experiences. Use inference and background knowledge to determine meaning. Use dictionaries. Apply new vocabulary in speech and writing	Identify unfamiliar words learnt in stories and experiences. Use inference and background knowledge to determine meaning. Use dictionaries. Apply new vocabulary in a range of situations
Articulate and justify answers, arguments and opinions	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	Begin to answer questions using 'because' to give simple justifications Use P4C language of 'I agree/disagree with'	Answer questions using 'because' to give simple justifications with more independence Use P4C language of 'I agree/disagree with'	Answer questions using 'because' and 'but' to give more developed justifications with more independence Use of evidence to support arguments with prompting	Answer questions using 'because' and 'however/but' to give more developed justifications with independence Use of evidence to support arguments with growing independence	Begin to use language such as 'however,' 'although' and 'moreover,' 'in addition' and 'on the other hand,' to partake in balanced arguments	Respectfully use language such as 'however,' 'although' and 'moreover,' 'in addition' and 'other hand,' to begin to partake in balanced arguments/class discussions

	Introduce P4C language of 'I agree/disagree with'			Use P4C language of 'I agree/disagree with'	Use P4C language of 'I agree/disagree with'	Use of evidence to support arguments with independence Use P4C language of 'I agree/disagree with'	Use of evidence to support arguments with growing independence Use P4C language of 'I agree/disagree with'
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Express their feelings (PSED) Describe events in some detail	Can talk about their feelings and the feelings of others and begin to explain why Can orally describe, explain and tell short stories with simple sentences. Begin to add detail with adjectives and simple conjunctions, and but.	Can talk about their feelings and the feelings of others and begin to explain why. Explanations begins to show empathy for others Can orally describe, explain and tell short stories with an increasing range of sentence types. With prompts, adds detail for interest with expanded noun phrases and a wider range of conjunctions	Can recognise non-verbal cues for how someone is feeling and begins to respond to them. Explanations show increasing empathy. Can orally describe, explain and tell increasingly complex stories with a range of sentence types. Begins to add detail for interest with well-chosen adjectives and adverbs and a wider range of conjunctions	Can recognise non-verbal cues for how someone is feeling and can respond to them. Explanations show empathy. Can orally describe, explain and tell complex stories with a range of sentence types. Adds detail for interest with well-chosen adjectives and adverbs and a wider range of conjunctions independently	Can explain their feelings clearly from recognise non-verbal and verbal cues from others in a range of situations. Explanations show empathy and can begin to act on this accordingly. Begins to alter their language choices to describe, explain and tell stories for a range of audiences and purposes. Beginning to use informal and formal language appropriately	Can explain their feelings clearly from recognise non-verbal and verbal cues from others in a range of situations. Explanations show empathy and can act on this accordingly. Can alter their language choices to describe, explain and tell stories for a range of audiences and purposes. Use informal and formal language appropriately
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Can listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity (ELG CL)	Listen attentively in larger groups and give attention and appropriate responses to others in small group discussions	Listen attentively in whole class learning and give attention and appropriate responses (staying on topic) in large group discussions	Listen attentively in whole class learning and give attention and appropriate responses within these discussions, with some prompting	Listen attentively in whole class learning and give attention and relevant and thoughtful responses within these discussions. Begin to make links between each other's comments	Listen attentively in a range of different settings and give attention and relevant and thoughtful responses within these discussions. Comments more regularly link and build on each other's comments	Listen attentively in a range of different settings and give attention and relevant and thoughtful responses within these discussions. Comments frequently link and build on each other's comments to naturally develop conversation within the classroom
Use spoken language to develop understanding through speculating, hypothesising,	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Can ask and answer 'how' and 'why' questions about their experiences and their learning	Can ask and answer a range of questions about their experiences and their learning	Can ask and answer a range of questions about their experiences and their learning. Begin to use this to further their learning	Can ask and answer a range of questions about their experiences and their learning. Can use this to further their learning	Regularly poses thoughtful questions to further their learning. Begin to suggest answers	Regularly poses thoughtful questions to further their learning. Can suggest plausible answers

imagining and exploring ideas communication	Offer explanations for why things might happen, making use of recently introduced vocabulary 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	With an adult, can express the reasons for their imaginative choices	Independently can express the reasons for their imaginative choices	Independently can express the reasons for their imaginative choices. Is beginning to critique their work to express their preferences	Independently can express the reasons for their imaginative choices. Can critique their work to express their preferences with reasons	Independently can express the reasons for their imaginative choices. Can begin to adapt their language to explain their reasons to different audiences	Independently can express the reasons for their imaginative choices. Can adapt their language to explain their reasons to different audiences
Speak audibly and fluently with an increasing command of Standard English	With an adult, can express themselves effectively, showing awareness of listeners' needs. Can use past, present and future forms accurately when talking about events that have happened or are about to happen (ELG CL)	In a small group, can express themselves audibly, showing awareness of listeners' needs. Can use past, present and future forms when forming sentences beyond their personal experiences	In a larger groups, can express themselves audibly, showing awareness of listeners' needs. Can use past, present and future forms when forming sentences beyond their personal experiences. Can use irregular tenses with adult modelling	In small, large and whole class situations, can express themselves audibly, showing awareness of listeners' needs. Can use past, present and future forms when forming sentences beyond their personal experiences. Beginning to use irregular tenses with some independence	In small, large and whole class situations, can express themselves audibly, showing awareness of listeners' needs. Can use past, present and future forms accurately in speech, including irregular tenses	Can adapt language choices to change between formal and informal register with some adult modelling	Speak confidently and articulately in a range of situations
Participate in discussions, presentations, performances, role play, improvisations and debates	Can play co-operatively, taking turns with others. (ELG PSED) This forms basis of their role play Develop storylines in their pretend play (EAD) and use these skills with adult direction in performances such as the Nativity	With adult direction, can begin to participate in discussions, presentations, performances, role play, improvisations and simple debates (including class assembly and class poetry recital)	With adult guidance, can begin to participate in discussions, presentations, performances, role play, improvisations and simple debates (including class assembly and class poetry recital)	With increasing confidence can participate in discussions, presentations, performances, role play, improvisations and debates (including class assembly and class poetry recital and solo opportunities)	Confidently can participate in discussions, presentations, performances, role play, improvisations and debates (including class assembly and class poetry recital and solo opportunities)	Begins to organise and lead in group discussions, presentations, performances, role play, improvisations and debates (including class assembly and class poetry recital and solo opportunities)	With increasing confidence, organise and lead in group discussions, presentations, performances, role play, improvisations and debates (including class assembly and class poetry recital and solo opportunities)
Gain, maintain and monitor the	In 1:1 or small groups, can express	In small groups, not limited to the	In larger groups, not limited to the	In whole class discussions, not limited	In whole class discussions, not limited	Use verbal and non-verbal cues effectively	Use verbal and non-verbal cues confidently

interest of the listener (s)	themselves effectively, showing awareness of listeners' needs, eg eye contact, keeping to topic, answering questions with a simple response	classroom, use eye contact and use names to gain attention. Can express themselves effectively, showing awareness of listeners' needs, eg keeping to topic, answering questions with an appropriate response	classroom, use eye contact and use names to gain attention. Begin to ask relevant questions to keep audience engaged. Can express themselves effectively, showing awareness of listeners' needs, eg keeping to topic, questions with an appropriate response. Begin to be aware of turn taking in conversations	to the classroom, use verbal and non-verbal cues to gain attention. Begin to ask relevant questions to keep audience engaged. Can express themselves effectively, showing awareness of listeners' needs, eg keeping to topic, questions with an appropriate response. Be aware of turn taking in conversations and give appropriate length of responses	to the classroom, use verbal and non-verbal cues effectively to gain attention. Ask relevant questions to keep audience engaged. Can express themselves effectively, showing awareness of listeners' needs, eg keeping to topic, questions with an appropriate response. Length of responses is guided by the listeners' verbal cues	to gain attention. Begin to gauge where relevant questions are needed to keep audience engaged. Can express themselves effectively, showing awareness of listeners' needs and register required. Length of responses is guided by the listeners' non-verbal cues	and effectively to gain attention in a range of settings. Gauge where relevant questions are needed to keep audience engaged. Can express themselves effectively, showing awareness of listeners' needs and register required. Length of responses is guided by the listeners' non-verbal cues
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Recognise that people have different beliefs and celebrate special times in different ways (UW) Articulate their ideas and thoughts in well formed sentences (C&L)	Listen to the viewpoints of others and begins to use the language 'I agree/disagree with' in response	Listen to the viewpoints of others and begins to use the language 'I agree/disagree with' in response with simple justifications and adult support	Listen to the viewpoints of others and uses the language 'I agree/disagree with' in response with simple justifications to build the argument with adult support	Listen to the viewpoints of others and uses the language 'I agree/disagree with' in response with appropriate justifications to build the argument with increasing independence	Responds to the viewpoints of others using P4C language to build arguments or debate points between peers, with little adult intervention	Begin to lead a debate or a discussion and guide peers to respond appropriately
Select and use appropriate registers for effective communication	Understand how to listen carefully and why listening is important (C&L) Articulate their ideas and thoughts in well formed sentences (C&L) Develop social phrases (C&L)	Language choice begins to show difference between speaking to peers and to adults	Language choice reflects the difference between speaking to peers and to adults. Begin to adapt language to speak to a range of adults	Beginning to adapt language choice and tone to suit the person and situation	Adapts language choice and tone to suit the person and situation	Begins to select the appropriate register for the specific purpose	Selects the appropriate register for the specific purpose