

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age	<ul style="list-style-type: none"> Understands the need to look at who's talking to them and think about what they are saying. Demonstrates attentive listening and can express simple views on a subject. Listen and understand instructions about what they are doing, whilst doing it. Consistently understands simple 2 and 3 part spoken instructions e.g. <i>in P.E. - walk across the bench, get a beanbag and put it in the hoop.</i> Understand 'how' and 'why' questions. 	<ul style="list-style-type: none"> Listens to others and is beginning to summarise some of the main points. Understands complex 2 to 3 part instructions e.g. <i>With your partner, decide which character from the book you would most like to be friends with and explain why.</i> 	<ul style="list-style-type: none"> Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. 	<ul style="list-style-type: none"> Listen to others, work out which information is important and make relevant and related comments e.g. <i>returns to a key point and elaborates.</i> 	<ul style="list-style-type: none"> Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. <i>poses thoughtful alternatives that extend peers' thinking.</i> 	<ul style="list-style-type: none"> Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. Notice and comment not only on what is said but how it is said e.g. <i>beginning to understand sarcasm when it is obvious.</i>
	<p>What might this look like? <i>The ability to follow instructions in class</i> <i>Teaching 'active listening', whereby a response of some form would be expected</i> <i>Following the 'Discussion Guidelines' agreed by the children</i> <i>Responding to the ideas of others, peer feedback opportunities and being able to summarise</i> <i>Picking out key points</i> <i>Children asking each other questions to challenge or elaborate</i></p>					
Ask relevant questions to extend their understanding and knowledge	<ul style="list-style-type: none"> Will extend their understanding and knowledge by asking simple questions in a small group e.g. <i>What...? When...? Why...?</i> 	<ul style="list-style-type: none"> Show interest and ask lots of questions to find out specific information e.g. <i>How do we know...? Why did...?</i> 	<ul style="list-style-type: none"> Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc. Be aware of when a message is not clear and ask for an explanation. 	<ul style="list-style-type: none"> Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. 	<ul style="list-style-type: none"> Is able to pose increasingly thoughtful questions to both their peers and to adults. Identify clearly when they haven't understood and be specific about what additional information they need. 	<ul style="list-style-type: none"> Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.

	<p>What might this look like? <i>Provide children with question words</i> <i>Teachers to refer to 'Clarify' and 'Probe' for question stems</i> <i>Build in specific opportunities to ask questions in class</i> <i>Incorporate questioning as part of introductions to topics</i> <i>Opportunities for interviews in geography fieldwork, asking visitors questions, use of hot-seating in drama</i> <i>PSHE, Collective Worship and Religion sessions - children to consider thoughtful and meaningful questions</i> <i>As part of the English Curriculum, ensure coverage of open, closed and rhetorical questions</i> <i>Consider questions to be used as topic names/titles</i></p>					
<p>Use relevant strategies to build their vocabulary</p>	<ul style="list-style-type: none"> • Understand that words can be put in groups and give examples. • Understand and use a range of words to describe the ideas of time, shape, texture and size. • Select specific words to make the meaning clearer. <i>e.g. "I'm going to play with the red spotty ball and then the blue one."</i> 	<ul style="list-style-type: none"> • Ask for the meaning of unknown words. • Use newly introduced topic words appropriately in a sentence. 	<ul style="list-style-type: none"> • Use newly introduced topic words and more adventurous vocabulary appropriately. • Compare words. 	<ul style="list-style-type: none"> • Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. • <i>e.g. "I used sprinted instead of ran because it tells you more."</i> 	<ul style="list-style-type: none"> • Use a range of words related to time and measure. • Use a wide range of verbs to express their thoughts and explain cause/effect. • Evaluate the effectiveness and impact of their own and others' word choices. <i>e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates.</i> 	<ul style="list-style-type: none"> • Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect <i>e.g. explains how and why words and phrases have been adapted for an argument.</i> • Know that words can have more than one meaning.

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Articulate and justify answers, arguments and opinions	<ul style="list-style-type: none"> Use language to express opinion and explain e.g. <i>"I want to go and build a snowman because it's snowing and it's fun."</i> Show that they can use language to reason and persuade. 	<ul style="list-style-type: none"> Use more complicated grammar to explain or justify opinion e.g. <i>"It was fun and even the grumpy old man was laughing, so I'd like to go again."</i> 	<ul style="list-style-type: none"> Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt. 	<ul style="list-style-type: none"> Articulate and justify opinion on a character, event or situation in response to a question or prompt. 	<ul style="list-style-type: none"> Articulate clearly and justify more complex opinions and answers about a character, event or situation. 	<ul style="list-style-type: none"> Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others.
	<p>What might this look like? Encourage children to expand on their answers in all subject areas, e.g. justifying in science Use 'Build' and 'Challenge' Talk Tactics to embed these skills History, Geography, PSHE – giving opinions and justifying these, opportunities for debates Studying characters from book, completing book reviews Responding to and including the opinions of others</p>					
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	<ul style="list-style-type: none"> List events with detail. Describe events. Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing. 	<ul style="list-style-type: none"> Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts e.g. <i>I liked this because...</i> 	<ul style="list-style-type: none"> Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts e.g. <i>I liked this because...It reminded me of...</i> Tell a story with important key components. 	<ul style="list-style-type: none"> Presents information or personal feelings in a structured way, with key ideas highlighted e.g. <i>can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons</i> 	<ul style="list-style-type: none"> Presents information or personal feelings coherently selecting memorable details including specific vocabulary. 	<ul style="list-style-type: none"> Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details. Tell elaborate and entertaining stories.
	<p>What might this look like? Story-telling tables, props and puppets in EYFS/Y1 Recounting personal experiences, e.g. school visits Giving explanations for their opinions Links to 'summarise' Building descriptive vocabulary The ability to be clear and concise, selecting the key information Confident articulation, awareness of the audience by Y6</p>					
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<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<ul style="list-style-type: none"> • Start conversations and join in with them. • Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture-turning towards the speaker when talking to others. • Give details that they know are important and will influence the listener. • Uses language to ask, negotiate, express opinions and feelings. 	<ul style="list-style-type: none"> • Can sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others. 	<ul style="list-style-type: none"> • Can keep talk purposeful and stay on topic and is beginning to use gestures and intonation to further meaning. • Begin to be aware of what the listener knows already and make checks while telling a story/recounting an experience. • Take turns to talk, listen and respond in pairs and groups. • Use language they hear other people using. • Exaggerate in an implausible way to make things exciting. 	<ul style="list-style-type: none"> • Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures. 	<ul style="list-style-type: none"> • Will stay on topic and is beginning to be more selective about how much and which details to include in order to keep the listener interested. • Keep conversations going with a range of people in different situations. 	<ul style="list-style-type: none"> • Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect).
	<p>What might this look like? <i>Classes to create discussion rules together, so there is an ownership of these</i> <i>Games to practice the skills of turn-taking</i> <i>Visual prompts on display</i> <i>Teachers modelling eye contact, expression, use of language effectively</i> <i>Opportunities for children to ‘perform’</i> <i>Presenting to their peers</i> <i>Consistent use of talk partners and group discussion</i> <i>‘Talk Bursts’</i></p>					

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Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	<ul style="list-style-type: none"> Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation. 	<ul style="list-style-type: none"> Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. 	<ul style="list-style-type: none"> Is able to explore and imagine feelings within both story and real life settings. Will express views and feelings and is showing the confidence to speculate on a range of possible outcomes. 	<ul style="list-style-type: none"> Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). 	<ul style="list-style-type: none"> Is able to use a growing range of vocabulary to speculate and hypothesise e.g. <i>presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect.</i> 	<ul style="list-style-type: none"> Can use a wide range of vocabulary (<i>cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</i>) to speculate about possible outcomes in narrative and real life situations.
	<p>What might this look like? <i>Role play areas in EYFS and Year 1</i> <i>Use of drama in English to explore characters</i> <i>Verbal predictions before reading a text – lots of book talk</i> <i>Developing inference skills through teacher modelling at story times</i> <i>Making predictions in science, and explaining the reasons for these</i> <i>Use of role play in History to consider the views of people at the time</i></p>					
Speak audibly and fluently with an increasing command of Standard English	<ul style="list-style-type: none"> Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions. 	<ul style="list-style-type: none"> Use speech that is consistently easy to understand and clear. Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. <i>so, because, if, when.</i> 	<ul style="list-style-type: none"> Speaks clearly using more sophisticated language to explain, justify and relay information. Use more complicated grammar. 	<ul style="list-style-type: none"> Can speak clearly and fluently about a range of events. Uses complex sentences to communicate clearly and explain further. 	<ul style="list-style-type: none"> Uses complex grammar and sentence structure. Uses intonation linked to grammar. Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. <i>meanwhile, yet, therefore, however etc.</i> 	<ul style="list-style-type: none"> Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations.
	<p>What might this look like? <i>Child being able to communicate clearly, at a level appropriate to their age</i> <i>Adults modelling full sentences that are grammatically correct; be language role models</i> <i>Opportunities for children to speak in a range of different settings, and for differing purpose so they understand how to change their register</i> <i>Encourage children to use a range of conjunctions in their spoken language for more formal tasks</i> <i>Reading fluency sessions will help the children to become fluent speakers</i></p>					

Participate in discussions, presentations, performances, role play/improvisations & debates	<ul style="list-style-type: none"> • Use character voices in context. • Contributes appropriately to discussions making comments relevant to the topic. 	<ul style="list-style-type: none"> • Is able to work in role and take on some of the characteristics and/or the voice of the character being played. • Will extend simple roles by expressing emotions. • Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary. 	<ul style="list-style-type: none"> • Can create and sustain a role for longer periods adding greater detail to a role/character. • Is able to present and structure information in different ways. 	<ul style="list-style-type: none"> • Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. • Presents information in a structured way and is able to use specific vocabulary. 	<ul style="list-style-type: none"> • Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. • Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific. 	<ul style="list-style-type: none"> • Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively. • Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context.
	<p>What might this look like?</p> <p><i>Use of different voices for the characters in role play/story-telling areas</i></p> <p><i>Making appropriate contributions to class discussions, directly related to what the teacher has asked</i></p> <p><i>Opportunities for drama based on familiar stories/events</i></p> <p><i>Lots of drama activities based on exploring character</i></p> <p><i>Discussion Guidance and opportunities for children to take on different talk roles</i></p> <p><i>Being able to structure an argument for a debate, giving reasons for these</i></p> <p><i>Teachers to use the 'Challenge', 'Build', 'Instigate', 'Clarify', 'Summarise' and 'Probe' talk tactics</i></p> <p><i>Opportunities to present projects or topic work to the class</i></p>					

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Gain, maintain and monitor interest of the listener(s)	<ul style="list-style-type: none"> Will vary their voice for effect e.g. <i>"I <u>really want</u> a dog for Christmas."</i> 	<ul style="list-style-type: none"> Will change their voice and use expression to engage the listener and keep them interested. 	<ul style="list-style-type: none"> Can explain ideas in a manner appropriate to the listener. 	<ul style="list-style-type: none"> Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener. 	<ul style="list-style-type: none"> Understands the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab the listener's attention. Add/remove detail depending on information known about the listener. Understand the interests of the listener. 	<ul style="list-style-type: none"> Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience.
	<p>What might this look like? <i>Speaking parts in assembly or at Mass</i> <i>Performance Poetry</i> <i>Reading fluency: taking note of punctuation, pitch, pace, expression</i> <i>Sharing longer excerpts of speech with their peers to maintain focus</i> <i>Awareness of audience</i></p>					
Consider and evaluate different viewpoints, attending to and building on the contributions of others	<ul style="list-style-type: none"> Responds to what they hear with relevant comments. 	<ul style="list-style-type: none"> Recognises that there are other viewpoints. Make a simple comment in response to others' viewpoints and say whether they agree or disagree and why. 	<ul style="list-style-type: none"> Can listen to others' views and preferences, agree next steps to take, and consider alternatives e.g. <i>"That didn't work. Why don't we try...?"</i> 	<ul style="list-style-type: none"> Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why. 	<ul style="list-style-type: none"> Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others. 	<ul style="list-style-type: none"> Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.
	<p>What might this look like? <i>Children understanding how to participate in an effective discussion</i> <i>Provide opportunities for children to give their own views and explain why: more formal discussion</i> <i>Teachers to use the 'Build', 'Probe' and 'Clarify' talk tactics</i></p>					
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Select and use appropriate registers for effective communication	<ul style="list-style-type: none"> • Uses a more formal tone with the adults in school. 	<ul style="list-style-type: none"> • Knows that they need to use different styles of talk with different people e.g. friends (<i>yeah, nice one, na</i>) and teachers (<i>yes, I'm happy with my writing, no</i>), is able to greet visitors appropriately etc. 	<ul style="list-style-type: none"> • With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor, presenting an argument to persuade the Head Teacher, expressing an opinion in a debate. 	<ul style="list-style-type: none"> • In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc. 	<ul style="list-style-type: none"> • Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly 	<ul style="list-style-type: none"> • In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal)
	<p>What might this look like? <i>Adults modelling a formal tone</i> <i>Opportunities for children to speak to different adults in school</i> <i>In UKS2, applying this skill to a formal speech or discussion</i></p>					