

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><u>To listen carefully and understand</u> -To listen and respond appropriately to adults and their peers -consider and evaluate different view points, attending to and building on the contributions of others -maintain attention and participate actively in collaborative conversations, staying on topic, initiating and responding,</p>	<p>-Sift information and focus on important points -Seek clarification when meaning is not clear -Understand instructions with more than one point</p>	<p>-Engage in discussions, making relevant points -Ask for additional information to clarify -Understand the meaning of some phrases beyond the literal</p>	<p>-Understand how to answer questions that require more than a single sentence response -Recognise and explain some idioms -Understand obvious irony</p>
<p><u>To develop a wide and interesting vocabulary</u> -use relevant strategies to build their vocabulary -use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas</p>	<p>-Use subject specific vocabulary to explain and describe -Suggest words or phrases appropriate to the topic being discussed -Identify homophones</p>	<p>-Use time, size and other measurements to quantify -Use interesting adjectives, adverbial phrases and extended noun phrases in discussion -Use vocabulary that is appropriate to the topic being discussed or the audience that is listening</p>	<p>-Use adventurous and sophisticated vocabulary -Explain the meaning of words, offering alternatives -Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity</p>
<p><u>To speak with clarity</u> -speak audibly and fluently with an increasing command of Standard English -select and use appropriate registers for communication</p>	<p>-Speak in a way that is clear and easy to understand -Demonstrate good phonic knowledge by clearly pronouncing the sounds within words -Identify syllables within words</p>	<p>-Use verbs with irregular endings -Use a mixture of sentence lengths to add interest to discussions and explanations -Use intonation to emphasise grammar and punctuation when reading aloud</p>	<p>-Vary the length and structure of sentences -Ask questions and make suggestions to take an active part in discussions -Comment on the grammatical structure of a range of spoken and written accounts</p>
<p><u>To tell stories with structure</u> --give well-structured descriptions, explanations and narratives for different purposes inc for expressing feelings -gain, maintain and monitor the interest of audience</p>	<p>-Ensure stories have a setting, plot and a sequence of events -Recount experiences with interesting detail -Predict events in a story -Give just enough detail to keep the audience engaged</p>	<p>-Bring stories to life with expression and intonation -Read the audience to know when to add detail and when to leave it out</p>	<p>-Narrate detailed and exciting stories -Use the conventions and structure appropriate to the type of story being told -Interweave action, character descriptions, settings and dialogue with gestures to suit situation -Deliver in a way to intentionally influence listener(s)</p>
<p><u>To hold conversations and debates</u> -ask relevant questions to extend their understanding and knowledge -consider and evaluate different view points, attending to and building on the contributions of others -maintain attention and participate actively in collaborative conversations, staying on topic, initiating and responding, -articulate and justify answers, arguments and opinions</p>	<p>-Take turns to talk , listening carefully to the contributions of others -Vary language between formal and informal according to the situation -Add humour to a discussion or debate where appropriate</p>	<p>-Make relevant comments or ask questions in a discussion or a debate -Seek clarification by actively seeking to understand others’ points of view -Respectfully challenge opinions or points, offering an alternative - Take responsibility to make sure the discussion/debate goes in an appropriate direction</p>	<p>-Negotiate and compromise by offering alternatives -Debate, using relevant details to support points -Offer alternative explanations when others don’t understand -Initiate discussion building on the ideas of others</p>

<p>Where next (+ see pupil grids for discussion and group work for challenge)</p>	<ul style="list-style-type: none">-Speak confidently and effectively-Express ideas, keeping to the point-Summarise and build upon what is said-Challenge points courteously and effectively-Use intonation, tone, volume and action to add impact to performance	<ul style="list-style-type: none">-Take an active part in class discussions, short speeches and presentations, formal debate, performances of plays and poetry
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