



English – Spoken Language

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen attentively in a range of situations.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently	Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently	Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Discuss the significance of the title and events	Discuss the sequence of events in books and how items of information are related	Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Give attention to what others say and respond appropriately, while engaged in another activity.	Recite some poems and rhymes by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Discuss words and phrases that capture the reader's interest and imagination	Discuss words and increasingly complex phrases that capture the reader's interest and imagination	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader
Follow instructions involving several ideas or actions.	Participate in discussion about what is read to him/her, taking	Discuss his/her favourite words and phrases	Participate in discussion about both books that are read to him/her and those that	Participate in considered discussion about both books that are read to him/her	Identify and discuss themes and conventions in and across a wide range of	Identify and discuss themes and conventions in and across a wide range of



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	turns and listening to what others say		can be read for himself/herself, taking turns and listening to what others say	and those that can be read for himself/herself, taking turns and listening to what others say.	writing	of writing with reasoning
Answer 'how' and 'why' questions about their experiences and in response to stories or events.	Say out loud what he/she is going to write about	Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say	Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (English Appendix 2)	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously	Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning
Express themselves effectively, showing awareness of listeners' needs.	Compose a sentence orally before writing it	Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself	Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary
Use past, present and future forms accurately when talking about events that have	Discuss what he/she has written with the teacher or other pupils	Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in	Describe positions on a 2-D grid as coordinates in the first quadrant	Perform his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is	Perform his/her own compositions to a range of audiences, using appropriate intonation, volume,



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happened or are to happen in the future.		going to write about	terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight		clear	and movement so that the meaning is clear
Develop own narratives and explanations by connecting ideas or events.	Read aloud his/her writing clearly enough to be heard by the group and the teacher		Describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle.	Describe movements between positions as translations of a given unit to the left/right and up/down	Pronounce mathematical vocabulary correctly	Pronounce mathematical vocabulary correctly and confidently
	Recognise and use language relating to dates, including days of the week, weeks, months and years		Ask relevant questions and use different types of scientific enquiries to answer them	Ask relevant questions with reasoning and use different types of scientific enquiries to answer them	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	Use the whole number system, including saying, reading and writing numbers accurately
	Use the language of time (including telling the time throughout the day first using o'clock and then half past)		Make a spoken report on findings from scientific enquiries	Make a clear and reasoned report on findings from scientific enquiries	Use and understand the terms factor, multiple and prime, square and cube numbers	Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements
	Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and		Use relevant scientific language to discuss his/her ideas and communicate findings in ways that are appropriate for	Use relevant scientific language to discuss his/her ideas with reasoning, and communicate findings in ways that are	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language,	Describe positions on the full coordinate grid (all four quadrants)



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	right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside		different audiences	appropriate for different audiences	and know that the shape has not changed	
	Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than				Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
	In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate				Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas and should talk about how scientific ideas have developed over time	Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time



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	his/her findings in a range of ways and begin to use simple scientific language)					
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