

## Northside Spoken Language Overview

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen carefully and understand.	<p>Listen with enjoyment and respond to stories, songs and other music, rhymes and poems, and make up their own stories, rhymes and poems.</p> <p>Listen to others, one to one, when a conversation interests them.</p> <p><b>Respond to simple instructions.</b></p> <p>Begin to maintain attention, concentration and sit quietly during appropriate activity.</p> <p>Follow a story with pictures or props.</p> <p><b>Have two-channelled attention- can listen and do for a short span.</b></p>	<p>Sustain attentive listening, responding to what they heard by relevant comments, questions and actions.</p> <p>Continue to extend vocabulary, exploring the meanings and sounds of new words.</p> <p>Listen to others, in small groups, when a conversation interests them.</p> <p>Focus attention- still listen or do, but can shift own attention.</p> <p>Follow simple instructions.</p> <p>Maintain attention, concentration and sit quietly during appropriate activity.</p> <p>Understand humour.</p> <p>Follow a story without pictures or props.</p> <p>Listen attentively in a range of situations.</p>	<p>Maintain attention and participate.</p> <p>Listen with sustained concentration, building new words in context.</p> <p><b>Understand instructions with more than one point in many situations.</b></p> <p><b>Attempt to follow instructions before seeking help.</b></p> <p>Follow instructions involving several ideas or actions.</p> <p>Listen to and follow instructions accurately.</p> <p>Listen to a range of situations and usually respond appropriately.</p>	<p>Listen carefully to others in class and respond with increasing appropriateness to what others say e.g. make a helpful contribution when speaking in a small reading group.</p> <p>Fully understand instructions with more than one point in many situations and independently seek clarification when a message isn't clear.</p> <p>Follow instructions and ask relevant questions.</p> <p>Listen to input from an adult, remember some points and identify what they have learnt.</p>	<p>Engage in discussions, listening well and responding to relevant points.</p> <p>Ask for specific additional information to clarify.</p> <p>Speak and listen confidently in different contexts, exploring communication ideas.</p> <p>Follow instructions in a range of unfamiliar situations.</p> <p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>Engage in discussions, listening well and making relevant points, using specific vocabulary.</p> <p>Ask for specific additional information to clarify and challenge ideas.</p> <p>Listen to a speaker, make notes on the talk and use notes to develop role-play.</p> <p>Listen carefully in a range of different contexts and respond appropriately to both adults and their peers.</p> <p>Follow complex directions without the need for clarification.</p>	<p><b>Understand how to answer questions that require more than a yes/no or single sentence response.</b></p> <p>Demonstrate active listening by justifying ideas or expanding on the ideas of others.</p> <p><b>Identify different question types and evaluate impact on audience.</b></p> <p>Identify some aspects of talk which vary between formal and informal occasions.</p> <p>Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</p> <p>Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views.</p>	<p><b>Recognise and explain some idioms.</b></p> <p>Understand the meaning of some phrases beyond the literal interpretation.</p> <p>Analyse and evaluate how speakers present points effectively through use of language and gesture.</p> <p>Listen for language variation in formal and informal contexts.</p> <p>Identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg emotive language.</p> <p>Make improvements based on constructive feedback on their listening skills.</p> <p>Follow complex directions with multiple-steps without the need for clarification.</p>

							Follow complex directions with multiple-steps.	
Develop a wide and subject-specific vocabulary.	<p><b>Begin to use more complex sentences to link thoughts (e.g. Using and or because).</b></p> <p>Use a range of tenses (e.g. play, playing, will play, played).</p> <p>Use vocabulary focused on objects and people that are of particular importance to them.</p> <p>Begin to build vocabulary that reflects the breadth of their experiences.</p> <p>Extend vocabulary, exploring the meanings and sounds of new words.</p>	<p><b>Continue to build vocabulary that reflects the breadth of their experiences.</b></p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Continue to extend their vocabulary, exploring the meanings and sounds of new words.</p>	<p>Use appropriate vocabulary to describe their immediate world and feelings.</p> <p>Think of alternatives for simple vocabulary choices.</p> <p>Experiment with and build new stores of words to communicate with in different contexts.</p>	<p>Start to vary language according to the situation between formal and informal.</p> <p>Usually speak in grammatically correct sentences.</p> <p>Suggest words or phrases appropriate to the topic being discussed.</p> <p><b>Start to use subject-specific vocabulary to explain, describe and add detail.</b></p> <p>Speak clearly when developing and explaining their ideas and use growing vocabulary.</p> <p>Begin to use standard English and understand when it is used.</p>	<p>Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion.</p> <p>Discuss topics that are familiar to their own direct experience.</p> <p>Begin to recognise powerful vocabulary in texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p><b>Develop and se vocabulary that is appropriate to the topic and/or the audience.</b></p> <p>Develop their use of standard English and understand when it is used.</p>	<p>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</p> <p>Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>Regularly use interesting adjectives, adverbial phrases and expanded noun phrases in speech.</p> <p>Maintain the use of Standard English and understand when it is used.</p>	<p>Use adventurous and sophisticated vocabulary.</p> <p><b>Explain the meaning of words, offering alternatives.</b></p> <p>Use and explore different types of question.</p> <p>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</p> <p>Use interesting adjectives, adverbial phrases and expanded noun phrases in speech.</p> <p>Know and use language that is acceptable in formal situations with increasing confidence.</p> <p>Recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>Confidently explain the meaning of words and offer synonyms.</p> <p>Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>Use standard English consistently in formal situations and promote, justify or defend a point of view using supporting evidence, examples and visual aids which are linked back to the main argument.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speak with clarity and confidence.</p>	<p>Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>Speak confidently in a familiar group and will talk about their ideas.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Ask appropriate questions of others.</p> <p>Ask who, what, when and how.</p> <p>Confidently speak to others about own wants, needs, interests and opinions.</p> <p>Speak clearly and audibly with confidence and control, and show awareness of the listener.</p>	<p>Begin to ask questions that are linked to the topic being discussed.</p> <p>Answer questions on a wider range of topics (sometimes may only be one-word answers).</p> <p>Organise their thoughts into sentences before expressing them.</p>	<p>Speak with clarity and use appropriate intonation when reading and reciting texts.</p> <p>Answer questions using clear sentences.</p> <p>Begin to give reasoning behind their answers when prompted to do so.</p> <p>Talk about themselves clearly and confidently.</p> <p>Begin to be aware that in some situations a more formal vocabulary and tone of voice are used.</p> <p>Begin to show confidence in speaking and listening, particularly where the topics interest.</p>	<p>Use a mixture of sentence lengths to add interest to discussion and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p> <p>Ask questions that relate to what has been heard or what was presented to them.</p> <p>Begin to offer support for their answers to questions with justifiable reasoning.</p> <p>Organise what they want to say so that it has a clear purpose.</p>	<p>Explain a project or concept to a group of peers.</p> <p>Explain and develop ideas across the curriculum.</p> <p>Reflect on the effectiveness of the explanation.</p> <p>Investigate how talk varies with age, familiarity, gender and purpose.</p> <p>Generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>Regularly offer answers that are supported with justifiable reasoning.</p> <p>Adapt their ideas in response to new information.</p>	<p>Vary the length and structure of sentences.</p> <p>Ask questions to make suggestions and take an active part in discussions.</p> <p>Understand how to answer questions that require more detailed answers and justifications.</p> <p>Present an idea, topic or explanation to a group of peers.</p> <p>Ask questions which deepen conversations and/or further their knowledge.</p> <p>Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations.</p> <p>Engage in longer and sustained discussions about a range of topics.</p> <p>Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>Expand and justify ideas across the curriculum.</p> <p>Reflect on the effectiveness of the explanation, expansion and justification.</p> <p>Comment on the grammatical structure of a range of spoken and written accounts.</p> <p>Regularly ask questions to extend knowledge and understanding.</p> <p>Articulate and justify answers with confidence in a range of situations.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas.</p>
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<p>Present stories, participate in drama activities and present poems with structure.</p>	<p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Talk to connect ideas and explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Use talk in pretending that objects stand for something else in play. E.g. 'This box is my castle.'</p> <p>Remember and talk about events in their own experience.</p> <p>Retell a simple past event in correct order.</p> <p>Use language to imagine and recreate roles and experiences.</p>	<p>Use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p><b>Link statements and link to a main theme or intention.</b></p> <p>Introduce storyline or narrative into their play.</p> <p><b>Explain knowledge and understanding.</b></p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Speak clearly, in a way that is easy to understand.</p> <p>Speak in front of larger audiences, e.g. in assemblies, during show and tell sessions.</p> <p>Know when it is their turn to speak in small groups presentation or play performance.</p> <p>Take part in a simple role play of a known story.</p> <p><b>Retell simple stories and recounts aloud, with variety, pace and emphasis.</b></p> <p>Retell stories, ordering events, using story language.</p>	<p><b>Speak confidently within a group of peers so that their message is clear.</b></p> <p>Practise and rehearse reading sentences and stories aloud.</p> <p><b>Take on a different role in a drama or role play and discuss the character's feelings.</b></p> <p>Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p>Tell real and imagined stories, using the conventions of familiar story language.</p>	<p>Bring stories and poems to life with expression, volume, intonation and use of voices and other sounds.</p> <p>Begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p> <p>Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p><b>Speak regularly in front of large and small audiences.</b></p> <p>Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p><b>Respond appropriately when in role including basic improvisation.</b></p> <p>Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>Use intonation when reading aloud to emphasise punctuation.</p> <p>Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>Take on specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>Discuss the language choices of other speakers and how this may vary in different situations.</p> <p><b>Tell stories effectively and convey detailed information coherently for listeners.</b></p>	<p>Narrate detailed and exciting stories with intonation and expression to add detail and excitement for the reader.</p> <p><b>Use conventions and structure appropriate to the type of story or presentation (fiction and non-fiction).</b></p> <p>Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p><b>Combine vocabulary choices, gestures and body movement to take on and maintain the role of the character.</b></p>	<p><b>Participate confidently in a range of different performances, role play exercises and improvisations.</b></p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Select and use appropriate registers for effective communication.</p> <p>Interweave action, character descriptions, settings and dialogue in a performance.</p> <p>Perform in improvised role play, group or class performances- considering the effectiveness of delivery.</p> <p>Communicate confidently across a range of contexts and to a range of audiences.</p>
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<p>Hold conversations and debates.</p>	<p>Listen to and respond to ideas expressed by others in conversation or discussion.</p> <p>Talk about why things happen and how things work.</p> <p>Begin to understand 'why' and 'how' questions.</p>	<p>Initiate conversations, attend to and take account of what others say.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Talk confidently with other children when playing and communicate freely about own home and community.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Question why things happen and give explanations.</p>	<p>Recognise when it is their turn to speak in a discussion.</p> <p>Recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p> <p>Describe their immediate world and environment.</p> <p>Speak about matters of immediate interest.</p> <p>Convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.</p>	<p>Give enough detail to hold the interest of other participants in a discussion.</p> <p>Engage in meaningful discussions that relate to different topic areas.</p> <p>Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p> <p>Verbally recount experiences with some added interesting detail.</p> <p>Offer ideas based on what has been heard.</p> <p>Show that they are following a conversation by asking relevant and timely questions.</p>	<p>Show understanding of the main point through asking relevant questions and making comments.</p> <p>Make relevant comments or ask questions in a discussion or a debate.</p> <p>Follow up others' points and show whether they agree or disagree in whole class discussion.</p> <p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>Take into account the viewpoints of others when participating in discussions.</p> <p>Begin to adapt what they say to the needs of the listener.</p> <p>Sustain conversation, explain or give reasons for their views or choices.</p>	<p>Seek clarification by actively seeking to understand others' points of view.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p> <p>Vary language between formal and informal according to the situation.</p> <p>Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>Begin to challenge opinions with respect.</p> <p>Engage in meaningful discussions in all areas of the curriculum.</p> <p>Debate issues and make their opinions on topics clear.</p> <p>Offer reasons and evidence for their views, considering alternative opinions.</p>	<p>Plan and present information clearly with ambitious added detail and description for the listener.</p> <p>Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p> <p>Negotiate and compromise by offering alternatives.</p> <p>Offer alternative explanations when others don't understand.</p> <p>Use standard English in conversations and debates.</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</p>	<p>Identify the ways spoken language varies according to differences in context and purpose of its use.</p> <p>Articulate and justify arguments and opinions with confidence.</p> <p>Give well-structured descriptions and explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p> <p>Use a range of oral techniques to present persuasive arguments and engaging narratives.</p> <p>Use techniques of dialogic talk to explore ideas, topics or issues.</p>
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