What the National Curriculum requires in spoken language at KS<sub>1</sub> and KS<sub>2</sub>



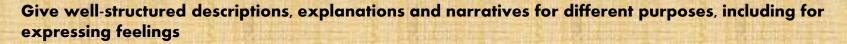
Pupils should be taught to:

Listen and respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and knowledge

Use relevant strategies to build their vocabulary

Articulate and justify answers, arguments and opinions



Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others

Select and use appropriate registers for effective communication.









## Key Assessment Criteria: Being a speaker

A year 1 speaker	A year 2 speaker	A year 3 speaker
I speak clearly and confidently in front of people in my class.	I can ask question to get more information and clarify meaning.	I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
<ul> <li>I can re-tell a well known story and remember the main characters.</li> <li>I can hold attention when playing and learning with others.</li> <li>I can keep to the main topic when we</li> </ul>	<ul> <li>I can talk in complete sentences.</li> <li>I can decide when I need to use specific vocabulary.</li> <li>I can take turns when talking in pairs or a small group.</li> </ul>	<ul> <li>I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</li> <li>I take a full part in paired and group discussions.</li> </ul>
<ul> <li>are talking in a group.</li> <li>I can ask questions in order to get more information.</li> </ul>	I am aware that formal and informal situations require different language (beginning).	I show that I know when Standard     English is required and use it     (beginning).
I can start a conversation with an adult I know well or with my friends.	I can retell a story using narrative language and linking words and phrases.	I can retell a story using narrative language and add relevant detail.
I listen carefully to the things other people have to say in a group.	I can hold the attention of people I am speaking to by adapting the way I talk.	I can show that I have listened carefully because I make relevant comments.
<ul><li>I join in with conversations in a group.</li><li>I join in with role play.</li></ul>	I understand how to speak for different purposes and audiences (beginning).	I can present ideas or information to an audience.
	I can perform a simple poem from memory.	I recognise that meaning can be expressed in different ways, depending on the context.
		I can perform poems from memory adapting expression and tone as appropriate.







## Key Assessment Criteria: Being a speaker

A year 4 speaker	A year 5 speaker	A year 6 speaker
I ask questions to clarify or develop my understanding.	I can engage the listener by varying my expression and vocabulary.	I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.	I adapt my spoken language depending on the audience, the purpose or the context.	I ask questions to develop ideas and take account of others' views.
I show that I understand the main point and the details in a discussion.	<ul> <li>I can develop my ideas and opinions, providing relevant detail.</li> <li>I can express my point of view.</li> </ul>	I explain ideas and opinions giving reasons and evidence.
I adapt what I am saying to the needs of the listener or audience (increasingly).	I show that I understand the main points, including implied meanings in a discussion.	I take an active part in discussions and can take on different roles.
I show that I know that language choices vary in different contexts.	I listen carefully in discussions. I make contributions and ask questions that are	I listen to, and consider the opinions of, others in discussions.
I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.	responsive to others' ideas and views.  • I use Standard English in formal situations.	I make contributions to discussions, evaluating others' ideas and respond to them.
I can justify an answer by giving evidence.  Luca Standard English when it is required.	I am beginning to use hypothetical language to consider more than one possible outcome or solution.	I can sustain and argue a point of view in a debate, using the formal language of persuasion.
I use Standard English when it is required.		I can express possibilities using hypothetical
I cam perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.	I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.	<ul> <li>I engage listeners through choosing appropriate vocabulary and register that is</li> </ul>
	I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.	matched to the context.  I can perform my own compositions, using
	I begin to select the appropriate register according to the context.	appropriate intonation, volume and expression so that literal and implied meaning is clear.
		I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.