

**What the National Curriculum  
requires in spoken language at KS1 and KS2**



Department  
for Education

**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**

**Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings**

**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
<ul style="list-style-type: none"> <li>• I speak clearly and confidently in front of people in my class.</li> <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 are talking in a group.</li> <li>• I can ask questions in order to get more information.</li> <li>• I can start a conversation with an adult I know well or with my friends.</li> <li>• I listen carefully to the things other people have to say in a group.</li> <li>• I join in with conversations in a group.</li> <li>• I join in with role play.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask question to get more information and clarify meaning.</li> <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> <li>• I am aware that formal and informal situations require different language (beginning).</li> <li>• I can retell a story using narrative language and linking words and phrases.</li> <li>• I can hold the attention of people I am speaking to by adapting the way I talk.</li> <li>• I understand how to speak for different purposes and audiences (beginning).</li> <li>• I can perform a simple poem from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sequence and communicate ideas in an organised and logical way, always using complete sentences.</li> <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> <li>• I show that I know when Standard English is required and use it (beginning).</li> <li>• I can retell a story using narrative language and add relevant detail.</li> <li>• I can show that I have listened carefully because I make relevant comments.</li> <li>• I can present ideas or information to an audience.</li> <li>• I recognise that meaning can be expressed in different ways, depending on the context.</li> <li>• I can perform poems from memory adapting expression and tone as appropriate.</li> </ul>



## Key Assessment Criteria: *Being a speaker*

A year 4 speaker	A year 5 speaker	A year 6 speaker
<ul style="list-style-type: none"> <li>• I ask questions to clarify or develop my understanding.</li> <li>• I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• I show that I understand the main point and the details in a discussion.</li> <li>• I adapt what I am saying to the needs of the listener or audience (increasingly).</li> <li>• I show that I know that language choices vary in different contexts.</li> <li>• I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</li> <li>• I can justify an answer by giving evidence.</li> <li>• I use Standard English when it is required.</li> <li>• I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</li> </ul>	<ul style="list-style-type: none"> <li>• I can engage the listener by varying my expression and vocabulary.</li> <li>• I adapt my spoken language depending on the audience, the purpose or the context.</li> <li>• I can develop my ideas and opinions, providing relevant detail.</li> <li>• I can express my point of view.</li> <li>• I show that I understand the main points, including implied meanings in a discussion.</li> <li>• I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.</li> <li>• I use Standard English in formal situations.</li> <li>• I am beginning to use hypothetical language to consider more than one possible outcome or solution.</li> <li>• I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.</li> <li>• I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.</li> <li>• I begin to select the appropriate register according to the context.</li> </ul>	<ul style="list-style-type: none"> <li>• I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.</li> <li>• I ask questions to develop ideas and take account of others' views.</li> <li>• I explain ideas and opinions giving reasons and evidence.</li> <li>• I take an active part in discussions and can take on different roles.</li> <li>• I listen to, and consider the opinions of, others in discussions.</li> <li>• I make contributions to discussions, evaluating others' ideas and respond to them.</li> <li>• I can sustain and argue a point of view in a debate, using the formal language of persuasion.</li> <li>• I can express possibilities using hypothetical and speculative language.</li> <li>• I engage listeners through choosing appropriate vocabulary and register that is matched to the context.</li> <li>• I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.</li> <li>• I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</li> </ul>