

Spoken Language

	Listening to an adult in class	Listening in a class group	Talking to an adult in class	Talking in a class group	Story and Drama	Helpful ways to communicate	Description and factual sequences	Performance and Public speaking
INDEPENDENCE	I can listen to the reply and then carry on the conversation, when I have said something.	I can listen well in all classroom activities.	I can ask for clarification.	I can explain someone else's opinion that is different to mine.	I can make connections between themes in stories.	I can recognise when someone is struggling and move away to give them space.	I can use similes and metaphors. <i>"she's brave as a superhero"</i> <i>"she's a superhero"</i>	I can respond to unexpected or difficult question in a debate
	I can listen and respond appropriately even when I'm busy.	I can listen to an adult reading a chapter book to the group.	I can think of two possible ideas and explain them both.	I can explain what my opinion is with two reasons.	I can learn and remember words to say in a performance.	I can use language to give hints or make indirect requests.	I can think of alternative words that mean the same or opposite.	I can put forward an argument in a debate using emphasis and rhetorical questions.
	I can listen to three or more instructions and then do them all.	I can listen to a 20-minute video and remember key information.	I can respond to teacher talk with relevant comments and questions.	I can give one reason why I think something is right or wrong.	I can change the words I use to suit a situation or character in a performance.	I can show that I have noticed a change in someone's tone of voice and change what I'm doing.	I can apply a word I've learnt to a different situation.	I can interview someone using formal language.
	I can listen to a chapter book being read to me for 20 minutes.	I can listen to an adult explaining up to 3 instructions to the group and I can remember what to do.	I can use language to hypothesise. <i>"It might/might not..."</i> <i>"Either...or..."</i>	I can agree or disagree using appropriate words.	I can use a different voice for a character when telling a story.	I can use words to gain someone's attention.	I can explain the sequence of an event in six or more stages.	I can perform something to the whole school.
	I can listen to two instructions and then do them both.	I can listen to others talking about a topic I have introduced.	I can join sentences together using words such as 'although' 'until' 'while'.	I can talk to my class about my work, in sentences without adult help.	I can talk about how a story could have ended in a different way.	I can say <i>please</i> and <i>thank you</i> and <i>excuse me</i> without being asked.	I can select the right key vocabulary for a given purpose.	I can support others who are performing.
CONFIDENCE	I can listen to a chapter book being read to me for 10 minutes.	I can listen to an adult explaining a task to a group.	I can ask for repetition.	I can respond to a chapter in a story with relevant comments.	I can create a conversation between two characters with another child.	I can understand that the change in someone's tone of voice means something.	I can notice new words and find out what they mean.	I can talk about my classwork in sharing assembly.
	I can listen to one instruction and then do it.	I can listen to a 10 minute video without interrupting.	I can talk in sentences about future events using future tense and time words such as <i>tomorrow, next week.</i>	I can respond to a short video with relevant comments and questions.	I can anticipate what could happen next in a chapter book.	I can change how I say things depending on how well I know the person.	I can talk about differences and similarities in word-meanings.	I can talk to a group bigger than my class.
	I can listen to an adult explaining an activity to me.	I can listen to an adult explaining 1 instruction to the group and I can remember what to do.	I can talk in sentences about recent events using past tense and time words such as <i>yesterday, last week.</i>	I can tell the class about my work when an adult helps me.	I can explain why something happened in a story: <i>the problem, response and ending.</i>	I can start a conversation so the other person knows what I want to talk about.	I can use key vocabulary related to topics.	I can show an interest in being a part of the concert.
	I can listen to an instruction and repeat it back to an adult.	I carry on listening after my turn to talk.	I can join sentences together using 'because' 'so' 'if' 'but'.	I can speak in a group, in a way that is relevant to what others are talking about.	I can say why a character feels as they do.	I can use the right volume in the classroom.	I can explain the sequence of an event in three or more stages.	I can perform something to my class.
	I can show someone that I am listening by how I sit.	I can keep quiet when someone else is talking in a group.	I can give clear instructions to someone else (3+ items).	I can ask appropriate questions in a group.	I can describe a sequence of three or more actions in a story.	I can tell when someone is too busy to talk and I can wait.	I can use adjectives when I talk.	I can talk to my class about my work.
CURIOSITY	I can listen to an adult explain something before I talk.	I can listen to an adult talking to the group for 3-5 minutes.	I can join sentences together using 'and' or 'then'.	I can speak in a group.	I can anticipate what will happen next in a picture book.	I can use the right body language to gain someone's attention. (<i>raise my hand, look at them, move nearer</i>).	I can explain the difference between fact and fiction.	I can join in with role play in the classroom.
	I can show someone that I am listening using my eyes and face.	I can listen to all of a picture book read to the group.	I can give clear instructions to someone else (1-2 items).	I can respond to a short video with comments.	I can make up my own stories.	I can use the right volume in the classroom when reminded.	I can explain what an adjective is.	I can perform something to a friend.
	I can listen to an adult reading all of a picture book to me.	I can keep quiet when I know someone else is trying to concentrate.	I can use a sentence to answer a question, not just one or two words.	I can take turns to listen and talk in a group.	I can describe the characters and place in a story.	I can use the right volume when talking with an adult.	I can find key vocabulary in the classroom related to topics.	I can watch a live performance.
	I can show I am listening by repeating what an adult has said.	I can wait for another child to finish talking before I talk.	I can initiate a conversation with an adult.	I can listen to a group which is talking/holding a discussion.	I can demonstrate a sequence of events in a story using toys or pictures.	I can say <i>please</i> and <i>thank you</i> when reminded.	I can name the children and adults in my class consistently.	I can talk to a friend about my work.
	I can show I am listening by responding.	I can listen to what another child is saying to me.	I can use one or two words to answer a question.	I can stay in a group that is talking/holding a discussion.	I can remember a repetitive line in a story and say it at the right time.	I can use body language to communicate e.g wave or a smile.	I can name one adult and one child in my class.	I can role play a performance using a small world or puppets.