

Targets in Spoken Language

A Year 1 Speaker

- I speak clearly and confidently in front of people in my class.
- I can re-tell a well known story and remember the main characters.
- I can hold attention when playing and learning with others.
- I can keep to the main topic when we are talking in a group.
- I can ask questions in order to get more information.
- I can start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I join in with conversations in a group.
- I join in with role play.

Targets in Spoken Language

Exceeding Year 1 Expectations

- I can explain my answers, arguments and opinions when challenged.
- I can give careful descriptions, explanations and narratives for different purposes.
- I can express my personal feelings when involved in discussions.
- I can take part keenly in discussions and debates.
- I can retell a story I know, remembering details and adding my own point of view.
- I can make changes to events (*usually endings*) in a familiar story when asked to do so.
- I can consider the views of everyone in a discussion.
- I can use appropriate language to ensure the listener knows when something happened.
- I can understand the consequences of what is said to others.
- I can summarise the outcome of a discussion.

Targets in Spoken Language

A Year 2 Speaker

I can ask question to get more information and clarify meaning.

I can talk in complete sentences.

I can decide when I need to use specific vocabulary.

I can take turns when talking in pairs or a small group.

I am aware that formal and informal situations require different language (*beginning*).

I can retell a story using narrative language and linking words and phrases.

I can hold the attention of people I am speaking to by adapting the way I talk.

I understand how to speak for different purposes and audiences (*beginning*).

I can perform a simple poem from memory.

Targets in Spoken Language

Exceeding Year 2 Expectations

I can use different style, tone and loudness of speech when speaking to a larger audience.

I can help the discussion to go well by listening and responding to others' ideas.

I can think of a some questions about a group of objects that is shared or discussed with the class.

I can explain the main things I have learnt from a presentation by someone else.

I can talk about why I think certain things happen in science.

I can talk about own feelings when thinking about a story.

I can choose persuasive language to suit the listener

I know when to vary my voice and language to express my feelings at a key moment.

I can make sure instructions follow one another in sequence.

I can decide how to present a poem dramatically, using all members of the group.

Targets in Spoken Language

A Year 3 Speaker

I can sequence and communicate ideas in an organised and logical way, always using complete sentences.

I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.

I take a full part in paired and group discussions.

I show that I know when Standard English is required and use it (*beginning*).

I can retell a story using narrative language and add relevant detail.

I can show that I have listened carefully because I make relevant comments.

I can present ideas or information to an audience.

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.

Targets in Spoken Language

Exceeding Year 3 Expectations

I can speak with good diction so that those at the rear of the audience can hear clearly what I am saying.

I can talk about my personal feelings in relation to the way a story starts and ends.

I can ensure that my persuasive talk provokes a strong response.

I can listen to others responsively in discussion and link ideas clearly to what others have said, even when my point of view is different.

I can make use of what is learnt from a discussion, presentation or broadcast

I can ensure the language and structure I use when giving instructions are appropriate for the task.

I can give instructions with clear diction, so that everything can be heard and understood.

I can adapt instructions to suit different audiences, for example, for adults or younger children.

I am happy to attempt different roles/responsibilities according to what is needed.

I am happy to look at a different viewpoint to influence my feelings about a character or situation

Targets in Spoken Language

A Year 4 Speaker

I ask questions to clarify or develop my understanding.

I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.

I show that I understand the main point and the details in a discussion.

I adapt what I am saying to the needs of the listener or audience (*increasingly*).

I show that I know that language choices vary in different contexts.

I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.

I can justify an answer by giving evidence.

I use Standard English when it is required.

I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

Targets in Spoken Language

Exceeding Year 4 Expectations

I can prepare and deliver a talk to the class on an aspect of learning in science, history or geography.

I can present a strong argument in a formal debate on an issue, using the language and procedures of debating.

I can propose and discuss possible explanations and questions (e.g. re phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources.

I can develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject.

I can listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing.

I can comment on the language used in the arguments presented in a debate.

I can take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement.

I can reflect on and evaluate my dramatic presentations and those of others.

I can explain the advantages and disadvantages of the formal rules of debating.

I show a good understanding of what has been said and can introduce new ideas that are valid.

Targets in Spoken Language

A Year 5 Speaker

I can engage the listener by varying my expression and vocabulary.

I adapt my spoken language depending on the audience, the purpose or the context.

I can develop my ideas and opinions, providing relevant detail.

I can express my point of view.

I show that I understand the main points, including implied meanings in a discussion.

I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.

I use Standard English in formal situations.

I am beginning to use hypothetical language to consider more than one possible outcome or solution.

I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.

I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.

I am beginning to select the appropriate register according to the context.

Targets in Spoken Language

Exceeding Year 5 Expectations

I can organise and shape a talk, making connections between ideas and drawing on different points of view.

I can use Standard English appropriately.

I can use persuasive language and techniques to influence the listener.

I show an understanding of how and why language choices vary in my own and others' talk in different contexts.

I can sustain listening to different sources, retaining or noting key information.

I can speak in extended turns to express ideas and opinions, with some relevant detail.

I can vary vocabulary, grammar, and non-verbal features to suit the audience, purpose, and context.

I can sustain listening to different sources, retaining or noting key information.

I can listen to others in discussion and link my own ideas clearly to others' views .

Targets in Spoken Language

A Year 6 Speaker

I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.

I ask questions to develop ideas and take account of others' views.

I explain ideas and opinions giving reasons and evidence.

I take an active part in discussions and can take on different roles.

I listen to, and consider the opinions of, others in discussions.

I make contributions to discussions, evaluating others' ideas and responding to them.

I can sustain and argue a point of view in a debate, using the formal language of persuasion.

I can express possibilities using hypothetical and speculative language.

I engage listeners through choosing appropriate vocabulary and register that is matched to the context.

I can perform my own compositions, using 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.

Targets in Spoken Language

Exceeding Year 6 Expectations

I can adapt spoken language confidently according to the demands of the context.

I understand that there are different registers and levels of formality within Standard English and that this is dependent upon the context.

I can make considered choices about the required register and vocabulary I need to use to engage my audience, according to the context.

I can ask pertinent questions to develop and extend ideas.

I can articulate ideas and opinions, using evidence and explanation in support .

I participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining my ideas.

I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.

I can debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.

I can explore complex ideas and feelings in a range of ways, both succinct and extended.

I can maintain generally controlled and effective organisation of talk to guide the listener.

I can perform my own compositions, using appropriate intonation, volume and expression to engage my audience.

I can perform poems or plays from memory, making deliberate choices about how I convey ideas about characters, contexts and atmosphere, to engage a specific audience.