

A Year 1 speaker	A Year 2 speaker	A Year 3 speaker
<ul style="list-style-type: none"> • I speak clearly and confidently in front of people in my class. • I re-tell a well known story and remember the main characters. • I hold attention when playing and learning with others. • I keep to the main topic when we are talking in a group. • I ask questions in order to get more information. • I 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. 	<ul style="list-style-type: none"> • I ask question to get more information and clarify meaning. • I talk in complete sentences. • I decide when I need to use specific vocabulary. • I take turns when talking in pairs or a small group. • I am aware that formal and informal situations require different language (beginning). • I retell a story using narrative language and linking words and phrases. • I 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 perform a simple poem from memory. 	<ul style="list-style-type: none"> • I 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 retell a story using narrative language and add relevant detail. • I show that I have listened carefully because I make relevant comments. • I present ideas or information to an audience. • I recognise that meaning can be expressed in different ways, depending on the context. • I perform poems from memory adapting expression and tone as appropriate.

A Year 4 speaker	A Year 5 speaker	A Year 6 speaker
<ul style="list-style-type: none"> • I ask questions to clarify or develop my understanding. • I 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 present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. • I justify an answer by giving evidence. • I use Standard English when it is required. • I perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. 	<ul style="list-style-type: none"> • I engage the listener by varying my expression and vocabulary. • I adapt my spoken language depending on the audience, the purpose or the context. • I develop my ideas and opinions, providing relevant detail. • I 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 perform my own compositions, using appropriate intonation and volume so that meaning is clear. • I perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. • I begin to select the appropriate register according to the context. 	<ul style="list-style-type: none"> • 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 respond to them. • I sustain and argue a point of view in a debate, using the formal language of persuasion. • I express possibilities using hypothetical and speculative language. • I engage listeners through choosing appropriate vocabulary and register that it is matched to the context. • I perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. • I perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.