**Information for Parents/Carers**

**Targets in Spoken Language**

**A Year 1 Speaker**

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| 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. |

**Information for Parents/Carers**

**Targets in Spoken Language**

**Exceeding Year 1 Expectations**

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| 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. |

**Information for Parents/Carers**

**Targets in Spoken Language**

**A Year 2 Speaker**

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| 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. |

**Information for Parents/Carers**

**Targets in Spoken Language**

**Exceeding Year 2 Expectations**

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| 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. |

**Information for Parents/Carers**

**Targets in Spoken Language**

**A Year 3 Speaker**

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| 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. |

**Information for Parents/Carers**

**Targets in Spoken Language**

**Exceeding Year 3 Expectations**

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| 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 |

**Information for Parents/Carers**

**Targets in Spoken Language**

**A Year 4 Speaker**

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| --- |
| 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. |

**Information for Parents/Carers**

**Targets in Spoken Language**

**Exceeding Year 4 Expectations**

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| 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. |

**Information for Parents/Carers**

**Targets in Spoken Language**

**A Year 5 Speaker**

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| 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. |

**Information for Parents/Carers**

**Targets in Spoken Language**

**Exceeding Year 5 Expectations**

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| 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 . |

**Information for Parents/Carers**

**Targets in Spoken Language**

**A Year 6 Speaker**

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| 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. |

**Information for Parents/Carers**

**Targets in Spoken Language**

**Exceeding Year 6 Expectations**

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| 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. |