



# Spoken Language and Communication

	EYFS (Nursery & Reception)	Year 1	Year 2	Year 3	Year 4
Listening	<p>Enjoys listening to longer stories and can remember much or what happens.</p> <p>Engage in story times</p> <p>Listens to and talks about stories to build familiarity and understanding</p> <p>Engages in non-fiction books</p> <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Listens to and talks about stories to build familiarity and understanding</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>
Poetry	<p>Understands a question or instruction that has two parts (eg. Get your coat and wait at the door)</p> <p>Understands 'why' questions like: "Why do you think the caterpillar got so fat?"</p>	<p>Recite some poems and rhymes by heart</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>
Engaging with Text	<p>Learns new vocabulary</p> <p>Uses new vocabulary throughout the day</p> <p>Uses new vocabulary in different contexts</p>	<p>Discuss the significance of the title and events</p>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Discuss their favourite words and phrases</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Discuss words and increasingly complex phrases that capture the reader's interest and imagination.</p>
Comprehension	<p>Can pay attention to more than one thing at a time, even when it is difficult.</p> <p>Understands how to listen carefully and why listening is important</p>	<p>Explain clearly their understanding of what is read to them</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listens to and those that are read for themselves</p> <p>Answer and ask questions</p>	<p>Ask questions to improve their understanding of a text.</p>	<p>Ask reasoned questions to improve their understanding of a text.</p>



Discussion	<p>Listens carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learns rhymes, poems and songs</p>	<p>Participate in discussions about what is read to their, taking turns and listening to what others say</p>	<p>Participate in discussions about books, poems and other works that are read to their and those that can be read for themselves, taking turns and listening to what others say</p>	<p>Participate in discussion about both books that are read to their and those that can be read for themselves, taking turns and listening to what others say.</p>	<p>Participate in considered discussion about both books that are read to their and those that can be read for themselves, taking turns and listening to what others say.</p>
Composition	<p>Holds conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Listens attentively and responds to what they hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Makes comments about what they have heard and asks questions to clarify their understanding</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Develop positive attitude towards and stamina for writing by planning or saying out loud what they are going to write about</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures with reference to English Appendix 2.</p>	
Performance	<p>Uses a wider range of vocabulary.</p> <p>Uses longer sentences of four to six words</p> <p>Is developing their communication but may still make mistakes with irregular tenses and plurals, such as 'runned'</p>	<p>Read aloud their writing clearly enough to be heard by the group and the teacher</p>	<p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
Time	<p>Sings a large repertoire of songs</p> <p>Knows many rhymes, is able to talk about familiar books and can tell a long story</p> <p>Can retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words</p>	<p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Use the language of time (including telling the time throughout the day first using o'clock and then half past)</p>	<p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and night</p>		



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Numeracy</p>	<p>Can start a conversation with an adult or a friend and continue it for many turns</p> <p>Is able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions</p> <p>Uses talk to organise themselves and their play.</p> <p>Is developing social phrases</p>	<p>Describe position, direction and movement, including whole, half quarter and three-quarter turns. Eg. left and right, top middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside</p> <p>Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.</p>		<p>Describe the properties of 2D and 3D shapes using accurate language including lengths of lines and acute and obtuse for angles greater or less than a right angle</p>	<p>Describe positions on a 2D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down</p>
	<p>Is able to articulate their ideas and thought in well-formed sentences</p> <p>Can connect one idea or action to another using a range of connectives</p> <p>Is able to describe events in some detail</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p>Can express their feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunction, with modelling and support from their teacher</p> <p>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what they have found out and how they found it out: communicate their findings in a range of ways and begin to use simple scientific language)</p>		<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Make a spoken report on findings from scientific enquiries</p> <p>Use relevant scientific language to discuss their ideas and communicate findings in ways that are appropriate for different audiences</p>	<p>Ask relevant questions with reasoning and use different types of scientific enquiries to answer them</p> <p>Make a clear and reasoned report on findings from scientific enquiries</p> <p>Use relevant scientific language to discuss their ideas with reasoning and communicate findings in ways that are appropriate for different audiences</p>