

End of Year 1 expectations



- Speaking and Listening
- Speak clearly and confidently in front of people in my class
- Retell a well-known story and remember the main characters
- Hold attention when playing and learning with others
- Keep to the main topic when talking in a group
- Ask questions in order to get more information
- Start a conversation with an adult I know well or with my friends
- Listen carefully to the things other people have to say in a group
- Join in with conversations in a group
- Join in with role play

End of Year 2 expectations



Speaking and listening

- Ask questions to get more information and clarify meaning
- Talk in complete sentences
- Decide when I need to use specific vocabulary
- Take turns when talking in pairs or small groups
- Begin to realise that formal and informal situations require different language
- Retell a story using narrative language and linking words and phrases
- Hold the attention of people I am speaking to by adapting the way I talk
- Understand how to speak for different purposes and to different audiences
- Perform a simple poem from memory

End of Year 3 expectations



Speaking and listening

- Sequence and communicate ideas in an organised and logical way, always using complete sentences
- Vary the amount of detail and choice of vocabulary depending on the purpose and the audience
- Take full part in paired and group discussions
- Begin to show when Standard English is required and use it
- Retell a story using narrative language and add relevant details
- Show careful listening by making relevant comments
- Present ideas or information to an audience
- Recognise that meaning can be expressed in different ways depending on the context
- Perform poems from memory adapting expression and tone as appropriate

End of Year 4 expectations



Speaking and listening

- Ask questions to clarify and develop understanding
- Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences
- Show understanding of the main point and details in a discussion
- Adapt speech to the needs of the listener or audience
- Show that language choices vary in different contexts
- Present to an audience using appropriate intonation, controlling tone and volume so that meaning is clear
- Justify an answer by giving evidence
- Use Standard English when it is required
- Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone

End of Year 5 expectations



Speaking and listening

- Engage listeners by varying expression and vocabulary
- Adapt spoken language depending on the audience, the purpose or the context
- Develop ideas and opinions providing relevant detail
- Express a point of view
- Show understanding of the main points, including implied meanings, in a discussion
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views
- Use Standard English in formal situations
- Begin to use hypothetical language to consider more than one outcome or solution
- Perform own compositions using appropriate intonation and volume so that meaning is clear
- Perform poems and plays from memory, making careful choices about how to convey ideas and adapting expression and tone
- Begin to select the appropriate register, according to the context

End of Year 6 expectations



Speaking and listening

- Talk confidently and fluently in a range of situations using formal and Standard English if necessary
- Ask questions to develop ideas and take account of others' views
- Explain ideas and opinions giving reasons and evidence
- Take an active part in discussions and take on different roles
- Listen to and consider the opinions of others in discussions
- Make contributions in discussions, evaluating others' ideas and responding to them
- Sustain and argue a point of view in a debate, using the formal language of persuasion
- Express possibilities using hypothetical and speculative language
- Engage listeners through choosing appropriate vocabulary and register that is matched to the context
- Perform own compositions using appropriate intonation, volume and expression so that literal and implied meaning is clear
- Perform poems and plays from memory making deliberate choices about how to convey ideas about characters, context and atmosphere