

Middleton Primary School - Progression for Spoken Language

Statement from National Curriculum	EYFS (linking national curriculum to ELGs)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen and respond appropriately to adults and their peers</p> <p><i>Throughout the school day within lessons. Conversations with our children. Children's conversations with their peers. Playtimes.</i></p>	<p>ELG: Listening, Attention and Understanding</p> <p>Listens attentively and responds to what they hear 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 ask questions to clarify their understanding.</p> <p>Holds conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Taught the importance of listening.</p> <p>ELG: Building Relationships</p> <p>Works and plays cooperatively and takes turns with others.</p> <p>Forms positive attachments to adults and friendships with peers.</p>	<p>Begins to listen and respond appropriately to familiar adults and their peers.</p> <p><i>Looks at the person speaking.</i></p> <p><i>Beginning to understand turn taking.</i></p> <p><i>Answers questions: 'Yes, that's my favourite too.'</i> <i>May need encouraging to expand on their answers, for example after nodding or replying with a single word response.</i></p>	<p>Begins to listen and respond appropriately to a wider range of adults and their peers.</p> <p><i>Looks at the person speaking.</i></p> <p><i>Understands how to answer questions in full sentences. 'Yes, I like that character too.'</i></p>	<p>Frequently listens and responds appropriately to adults and their peers.</p> <p><i>Maintains eye contact stopping anything else they may have been doing.</i></p> <p><i>Responds politely to questions and offers examples to questions, such as qualifying with because: 'Yes, I like that character because...'</i></p>	<p>Frequently listens and responds appropriately to adults and their peers.</p> <p><i>Maintains eye contact stopping anything else they may have been doing.</i></p> <p><i>Responds politely to questions and offers examples to questions: 'Yes, I like that character too. Mainly because of...'</i></p>	<p>Can listen and respond appropriately to adults and their peers.</p> <p><i>Listens actively maintaining eye contact.</i></p> <p><i>Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</i></p>	<p>Can listen and respond appropriately to adults and their peers.</p> <p><i>Listens actively maintaining eye contact.</i></p> <p><i>Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</i></p> <p><i>Uses gesture and body language (e.g. nodding) to show their engagement.</i></p>
<p>Evidence within Middleton</p>							
<p>Ask relevant questions to extend their understanding and knowledge</p>	<p>ELG: Speaking</p> <p>Asks simple questions.</p> <p><i>Why?</i></p>	<p>Begins to ask relevant questions to extend their understanding and knowledge.</p> <p><i>'I don't understand x, can you help me?'</i></p>	<p>Begins to ask relevant questions to extend their understanding and knowledge.</p> <p><i>'I don't understand x, can you help me?' 'I've finished,</i></p>	<p>Frequently asks relevant questions to extend their understanding and knowledge.</p> <p><i>Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'</i></p>	<p>Frequently asks relevant questions to extend their understanding and knowledge.</p> <p><i>Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'</i></p>	<p>Can ask relevant questions to extend their understanding and knowledge.</p> <p><i>Such as making links across a subject area or drawing several strands of information together</i></p>	<p>Can ask relevant questions to extend their understanding and knowledge.</p> <p><i>Such as making links across a subject area or drawing several strands of information together</i></p>

<p>Evidence within Middleton</p> <p><i>Deepening the children's understanding within lessons. Depth of knowledge. Safe culture to ask questions and not be correct first time.</i></p>			<p><i>what should I do now?' 'Is this right?</i></p>			<p><i>'Is that the same as x?' 'Do you think this is similar to when we found out about...?'</i></p>	<p><i>'Is that the same as x?' 'Do you think this is similar to when we found out about...?'</i></p>
<p>Use relevant strategies to build their vocabulary</p>	<p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Begins to use relevant strategies to build their vocabulary.</p> <p><i>Uses classroom and personal word banks.</i></p>	<p>Begins to use relevant strategies to build their vocabulary.</p> <p><i>Uses classroom and personal word banks, and dictionaries.</i></p>	<p>Frequently uses relevant strategies to build their vocabulary.</p> <p><i>Uses word banks, dictionaries and thesauruses.</i></p>	<p>Frequently uses relevant strategies to build their vocabulary.</p> <p><i>Uses word banks, dictionaries and thesauruses with growing confidence.</i></p>	<p>Can use relevant strategies to build their vocabulary.</p> <p><i>Uses dictionaries and thesauruses with increasing effectiveness.</i></p>	<p>Can use relevant strategies to build their vocabulary.</p> <p><i>Uses dictionaries and thesauruses effectively.</i></p>
<p>Evidence within Middleton</p> <p><i>Scaffolding, dictionaries used across the curriculum. Thesauruses also available for all lessons but more specifically in writing and reading. Children are taught explicitly how to use these resources and given time to practise these skills.</i></p>	<p>ELG: Comprehension</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p><i>Begins to apply what has been learned, for example when a word begins with un- it's meaning is the opposite of the root word; words that end in -ed are likely to be verbs.</i></p>	<p><i>Begins to apply what has been learned, for example knowing that the suffixes -er and -est build comparative adjectives.</i></p>	<p><i>Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.</i></p>	<p><i>Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.</i></p>	<p><i>Uses relevant strategies such as their knowledge of prefixes to work out the meaning of words.</i></p>	<p><i>Makes links between words using morphological and etymological knowledge. E.g. 'I know chrono comes from Greek and it means time. I can assume chronologically means in time order'.</i></p>
<p>Articulate and justify answers, arguments and opinions</p>	<p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Begins to articulate and justify answers, arguments and opinions.</p> <p><i>Begins to use 'because' to make simple justifications drawing on personal experiences.' I like dogs because my Nan has one'.</i></p>	<p>Begins to articulate and justify answers, arguments and opinions.</p> <p><i>Uses 'because' to make simple justifications. Draws on personal experiences and opinions. 'I like this</i></p>	<p>Frequently articulates and justifies answers, arguments and opinions.</p> <p><i>Uses 'because' and the immediate evidence to support answers, arguments and opinions. E.g. 'I think</i></p>	<p>Frequently articulates and justifies answers, arguments and opinions.</p> <p><i>Uses 'because' and immediate evidence to support answers, arguments and opinions. E.g. I think</i></p>	<p>Can articulate and justify answers, arguments and opinions.</p> <p><i>Uses generalised evidence to support their point of view rather than a wholly personal response. E.g. Some people would argue</i></p>	<p>Can articulate and justify answers, arguments and opinions.</p> <p><i>Uses evidence from a range of sources e.g. (generalised knowledge and personal opinion) to justify their answers. This</i></p>

<p>Evidence within Middleton</p> <p><i>ABC culture within classrooms. Opportunity to discuss, build on and challenge each other. Children are taught about tolerating other people's opinions and how everyone is allowed to have an opinion.</i></p> <p><i>Balanced arguments within writing. Justifying answers within reading.</i></p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><i>Begins to disagree politely. E.g. maintains a polite tone of voice.</i></p>	<p><i>book [about zoos] because I like animals'.</i></p> <p><i>Uses sentence stems to support polite disagreement e.g. That's interesting but I think...</i></p>	<p><i>zoos are cruel because in this book it says...'</i></p> <p><i>Begins to offer opinions that aren't their own. This could be through role play.</i></p>	<p><i>zoos are cruel because in this book it says...</i></p> <p><i>Is able to present an opinion that is not their own after planning work and discussion with their peers/ the teacher.</i></p>	<p><i>that... It's my opinion and that of several others that...</i></p>	<p><i>may take the form of several points E.g. 'Some people would argue that... In this book it says... Furthermore, this video shows that... Therefore, I think...'</i></p>
<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>ELG: Self-Regulation</p> <p>Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>ELG: Speaking</p> <p>Expresses their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling</p>	<p>Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><i>Use storymaps to recall events.</i></p> <p><i>Use simple adverbials of time to order events (e.g. first, next, after that).</i></p> <p><i>Express their own feelings using some simple emotional language.</i></p>	<p>Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><i>Use graphic organisers to support talk for different purposes (e.g. timelines to retell chronological events).</i></p> <p><i>Use simple conjunctions to support descriptions, explanations & narratives</i></p>	<p>Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><i>Organises related information using graphic organisers such as spider diagrams and mindmaps to help.</i></p> <p><i>Begins to summarise the main points.</i></p>	<p>Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><i>Organises related information and links it logically, e.g. with adverbials of where, when, how and how many.</i></p> <p><i>Summarises the main points.</i></p>	<p>Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><i>Uses personal notes to help them recall and describe key events and descriptions.</i></p> <p><i>Thinks carefully about how ideas are linked together to create cohesion across and within sections. May</i></p>	<p>Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><i>Can share a complex narrative for example, multiple characters, several events or a non-chronological structure.</i></p> <p><i>Can talk in detail about topics. For example, including many points that are linked cohesively.</i></p>

<p>Evidence within Middleton</p> <p><i>Children have the opportunity to write a variety of narratives, explanations and descriptions. In RSHE, the children learn about their feelings and emotions. Opportunities to share narratives orally as well as through writing.</i></p>	<p>and support from their teacher.</p>		<p><i>(e.g. and, but, so, because, if).</i></p> <p><i>Use an increasing range of emotional language to describe their own and others' feelings (synonyms for simple emotional language).</i></p>			<p><i>use planning templates to help them do this.</i></p>	
<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>ELG: Listening, Attention and Understanding</p> <p>Holds conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p><i>Responds to questions and comments when prompted.</i></p> <p><i>Takes turns as directed in group or whole class discussions.</i></p>	<p>Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p><i>Understands the need to take turns. Uses signals such as a raised hand to show their intention to contribute in a class discussion.</i></p> <p><i>May need to use sentence starters or other classroom prompts to help with their responses.</i></p>	<p>Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p><i>Appreciates the need to take turns.</i></p> <p><i>Uses prompts and sentence starters to encourage other children to participate.</i></p>	<p>Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p><i>Participates in group and whole class discussions.</i></p> <p><i>Ask questions of other children.</i></p>	<p>Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p><i>Understands how to encourage conversation in others.</i></p> <p><i>Participates enthusiastically.</i></p> <p><i>Begins to take different roles in group discussions (e.g. chairperson, scribe, summariser).</i></p>	<p>Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p><i>Can take different roles in group discussions (e.g. chairperson, scribe, summariser).</i></p> <p><i>Builds on the contributions of others.</i></p>
<p>Evidence within Middleton</p> <p><i>Whole class, group and paired discussion are interwoven across the curriculum. Children have the opportunity to share, respond and collaborate daily across all aspects of the curriculum. Children are taught how to take turns and how to respond to others. Children are</i></p>							

<i>encouraged to take on different roles within a group.</i>							
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	ELG: Speaking Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Takes a personal approach: 'I think...'</i> <i>Uses role play including classroom areas such as the home corner, to imagine and explore ideas.</i>	Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Takes a personal approach: 'I think...' or after group work: 'We think...'</i> <i>Uses props such as small world figures and puppets to explore and imagine ideas.</i>	Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Conditional clauses may be used to support speculation, e.g. 'If x happens...'</i>	Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Begins to make generalised speculations as well as personal ones: 'Some people think...'</i> <i>Conditional clauses may be used to support speculation 'If x happens...'</i>	Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Uses generalisers: 'some people think...' or 'it could be possible to...'</i> <i>Employs modals and adverbs of possibility to speculate 'it may be... perhaps it could...' alongside a range of conditional clauses to support abstract thinking.</i>	Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Uses generalisers: 'some people think...' 'it could be possible to...'</i> <i>Employs modals and adverbs of possibility to speculate 'it may be... perhaps it could...' alongside a range of conditional clauses to support abstract thinking.</i>
Evidence within Middleton <i>Children have opportunities to challenge themselves and others throughout the curriculum. Hypothesising and exploring has strong links to our Science and non-core lessons. In RE and RSHE, children are taught that different people have different opinions. DT evaluations and the planning stages.</i>	Expresses their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
Speak audibly and fluently with an increasing command of Standard English	ELG: Speaking Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Begins to speak audibly and fluently with an increasing command of Standard English. <i>Uses a louder voice when addressing the class. There may be limited</i>	Begins to speak audibly and fluently with an increasing command of Standard English. <i>Uses a louder voice when addressing the class or in a whole school assembly.</i>	Frequently speaks audibly and fluently with an increasing command of Standard English.	Frequently speaks audibly and fluently with an increasing command of Standard English.	Can speak audibly and fluently with an increasing command of Standard English. <i>Enunciates clearly.</i> <i>Varies pace for effect (E.g. Speaking faster to show</i>	Can speak audibly and fluently with an increasing command of Standard English. <i>Enunciates clearly.</i> <i>Uses Standard English routinely when addressing</i>

<p>Evidence within Middleton</p> <p><i>Children have opportunities to develop their fluency across the school. All year groups have a wicked work week performance. Opportunities to share and present to the class/year group.</i></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>Expresses their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><i>control, e.g. shouting. Speaks more quietly in 1:1 and group settings.</i></p> <p><i>Makes eye contact with the other children in the group.</i></p> <p><i>Speaks in full sentences rather than fragments or phrases.</i></p>	<p><i>There may be limited control, e.g. shouting. Speaks more quietly in 1:1 and group settings.</i></p> <p><i>Makes eye contact with the other children in the group.</i></p> <p><i>Speaks in grammatically sound sentences (e.g. 'We went to town'. Rather than 'We went town').</i></p>	<p><i>Can control their volume to meet the level required for the interaction.</i></p> <p><i>Speaks at a measured pace.</i></p> <p><i>Chooses the correct determiner depending on the starting letter of the following word (an apple; a bat).</i></p>	<p><i>Can control their volume to meet the level required for the interaction.</i></p> <p><i>Most subject and verb choices agree. (e.g. was/were; did/done).</i></p>	<p><i>excitement or action; slowing their pace to deliver complex information).</i></p> <p><i>Uses Standard English routinely when addressing an audience.</i></p>	<p><i>an audience. This includes using formal features of Standard English such as the subjunctive form for highly formal interactions.</i></p>
<p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>ELG: Speaking</p> <p>Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</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>Expresses their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>ELG: Being Imaginative and Expressive</p>	<p>Begins to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p><i>Use the learning environment and equipment to role play and improvise. E.g the home corner and small world figures.</i></p> <p><i>Joins in with discussions led by an adult.</i></p>	<p>Begins to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p><i>Present their work to the rest of the class.</i></p> <p><i>Participate in short plays and performances.</i></p> <p><i>Creates improvisations, for example to explore how a character was feeling in a story.</i></p>	<p>Frequently participates in discussions, presentations, performances, role play, improvisations and debates.</p> <p><i>Memorise and deliver lines in a performance or play.</i></p>	<p>Frequently participates in discussions, presentations, performances, role play, improvisations and debates.</p> <p><i>Structure their ideas so that they can debate their point of view clearly and coherently.</i></p> <p><i>Deliver lines in a performance or play effectively.</i></p>	<p>Can participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p><i>Prepare for debates by thinking about the opposing views as well as their own arguments.</i></p>	<p>Can participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p><i>Understands the different purposes of these activities and can adapt their spoken language use to suit each outcome. E.g which tasks require formal/informal language structures.</i></p>

<p>Evidence within Middleton</p> <p><i>Discussion and presenting work to the class daily. ABC (agree, build on and challenge culture within the classroom). Debating ideas within lessons but also within our balanced arguments for writing. Performing poems, songs, rhymes either written or within Reading lessons. Role play within writing lessons, non-core subjects and Reading. Explicitly taught informal and formal language.</i></p> <p><i>All children work on a class or year group performance - learn lines and perform.</i></p>	<p>Invents, adapts and recounts narratives and stories with peers and their teacher.</p> <p>Sings a range of well-known nursery rhymes and songs.</p> <p>Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>						
<p>Gain, maintain and monitor the interest of the listener(s)</p>	<p>ELG: Listening, Attention and Understanding</p> <p>Holds conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Begins to gain, maintain and monitor the interest of the listener(s).</p> <p><i>Prepares for addressing a listener by rehearsing what they say. More often when speaking to a small group.</i></p>	<p>Begins to gain, maintain and monitor the interest of the listener(s).</p> <p><i>Uses artefacts and objects to support their talk. For example, bringing a special item to share before</i></p>	<p>Frequently gains, maintains and monitors the interest of the listener(s).</p> <p><i>Speaks directly to their audience. Begins to choose words for effect (e.g.</i></p>	<p>Frequently gains, maintains and monitors the interest of the listener(s).</p> <p><i>Thinks about how to gain the listener's attention. E.g. starting with a joke or anecdote.</i></p>	<p>Can gain, maintain and monitor the interest of the listener(s).</p> <p><i>Can use rhetorical devices such as the pattern of three or comparing and contrasting.</i></p>	<p>Can gain, maintain and monitor the interest of the listener(s).</p> <p><i>Sometimes uses figurative language techniques (e.g. idioms, hyperbole & humour) to engage their audience.</i></p>

<p>Evidence within Middleton</p> <p><i>Show and tell. Children will have to opportunity to rehearse before performing across the curriculum.</i></p> <p><i>Writing - maintaining interest across a variety of genres.</i></p> <p><i>Performances - keeping the listener interested and wanting to know/hear more.</i></p>	<p>ELG: Being Imaginative and Expressive</p> <p>Invents, adapts and recounts narratives and stories with peers and their teacher.</p> <p>Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>ELG: Building Relationships</p> <p>Works and plays cooperatively and take turns with others.</p> <p>Shows sensitivity to their own and to others' needs.</p>		<p><i>describing it in Show and Tell activities.</i></p>	<p><i>alliteration, rhythm and rhyme).</i></p>	<p><i>Uses prosodic skills such as pausing after sentences or raising the tone of their voice to show excitement or a point of high tension in narration.</i></p>	<p><i>Stresses important words for effect or to draw attention to important information.</i></p> <p><i>Uses gesticulation and facial expressions to support meaning.</i></p>	<p><i>Changes their tone of voice to maintain interest.</i></p> <p><i>Repeats important information if they feel their listener has not heard or understood.</i></p>
<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>ELG: Understanding the World</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>ELG: Speaking</p> <p>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes</p>	<p>Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p><i>Agrees and disagrees simply: 'I like what x said'; 'I think that too'; 'I don't agree...'</i></p>	<p>Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p><i>Agrees and disagrees simply, beginning to justify their point of view: 'I like what x said, I think that too because...'</i></p>	<p>Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.</p> <p><i>Is able to disagree agreeably.</i></p>	<p>Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.</p> <p><i>Uses sentence stems and classroom models to practise encouraging other children to contribute.</i></p> <p><i>Is able to organise contributions into categories (e.g. for/ against).</i></p>	<p>Can consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p><i>Encourages other participants to engage in discussion.</i></p> <p><i>Can summarise the main points of a conversation.</i></p> <p><i>Is able to balance opposing views.</i></p>	<p>Can consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p><i>Notices who has and hasn't contributed, managing who they draw into discussions.</i></p> <p><i>Uses adverbials such as however, furthermore, on the other hand etc. to link ideas logically and cohesively.</i></p>

<p>Evidence within Middleton</p> <p><i>ABC culture across curriculum, magenta style lessons where children have the opportunity to consider, evaluate and build on from each other.</i></p> <p><i>AFL techniques to get all children contributing in discussions and lessons.</i></p>	<p>and poems when appropriate.</p> <p>Expresses their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
<p>Select and use appropriate registers for effective communication</p>	<p>ELG: Speaking</p> <p>Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Begins to select and use appropriate registers for effective communication.</p> <p><i>Shows awareness of appropriate vocabulary choices for different situations. E.g. at school it</i></p>	<p>Begins to select and use appropriate registers for effective communication.</p> <p><i>Begins to choose words that reflect the required register for an interaction. E.g. Saying 'Hi, how are</i></p>	<p>Frequently selects and uses appropriate registers for effective communication.</p> <p><i>Chooses full versions of words rather than</i></p>	<p>Frequently selects and uses appropriate registers for effective communication.</p> <p><i>Increasingly aware of the need to adapt language choices to suit the purpose</i></p>	<p>Can select and use appropriate registers for effective communication.</p> <p><i>Understands that slang and contracted forms are suitable for dialogue, in role play and personal</i></p>	<p>Can select and use appropriate registers for effective communication.</p> <p><i>Knows when different registers are appropriate (e.g. when role playing a conversation with a friend compared to undertaking a</i></p>

<p>Evidence within Middleton</p> <p><i>Modelling language from EYFS to Year 6 from all adults. Opportunities to communicate in a variety of circumstances.</i></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>Expresses their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><i>is most appropriate to ask: May I go to the toilet? Rather than, Can I go to the loo?</i></p>	<p><i>you?' when greeting a friend compared to 'Hello Sir, how can I help you with those books?' when greeting a teacher.</i></p>	<p><i>contractions when speaking more formally.</i></p>	<p><i>and audience they are speaking to. For example, choosing to use formal vocabulary when addressing the local councillor or MP at a presentation compared to improvising a play based on a funny class novel.</i></p>	<p><i>conversations but that formal language structures should be used in the classroom and when talking to visitors to the school.</i></p> <p><i>Considers their audience when selecting vocabulary and sentence structure, e.g when addressing younger children compared to adults.</i></p>	<p><i>formal debate). Can draw on their vocabulary knowledge of more formal language when required.</i></p> <p><i>Can use Standard English structures such as the subjunctive mood to hypothesise or sound highly formal.</i></p>
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