

S&L Expected Standards

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	Listening	Questioning and Discussion	Vocabulary	Drama and Performance
PRE EXPECTED STANDARD	<ul style="list-style-type: none"> ▪ Begin to understand the need to look at who is talking to them and not talk at the same time ▪ Begin to follow simple instructions ▪ Is able to listen to stories and begin to retell familiar stories, narrative, songs and poetry 	<ul style="list-style-type: none"> ▪ Respond to what is heard using relevant comments ▪ Begin to ask questions to clarify understanding ▪ Understands 'why' questions ▪ Can express a point of view and state when they disagree ▪ Initiate a conversation with their peers or familiar adult ▪ Begin to work and play cooperatively 	<ul style="list-style-type: none"> ▪ Use a wider range of vocabulary in different contexts ▪ Express ideas and feelings ▪ Begin to respond using full sentences (of 4-6 words) with support and modelling from adults of longer sentences and use of conjunctions ▪ Begin to speak with clarity, so that they can be understood, but may be inaccurate with irregular tenses and plurals 	<ul style="list-style-type: none"> ▪ Perform songs, rhymes, poems and stories with others ▪ Participate in actions and performance e.g. within a song, rhyme or poem ▪ Participate in role play areas

	Listening	Questioning and Discussion	Speaking and Vocabulary	Drama and Performance
RECEPTION/EYFS EXPECTED	<ul style="list-style-type: none"> ▪ Understand the need to look at who is talking to them and think about what they are saying ▪ Can demonstrate listening through answering and responding ▪ Can follow simple instructions with more than 1 part ▪ To retell stories, narrative and poetry and explain why things might happen 	<ul style="list-style-type: none"> ▪ Respond to what is heard using relevant questions and comments ▪ Ask questions to clarify understanding ▪ Work and play cooperatively ▪ Can hold a conversation with adults and peers ▪ Participate within individual, group and class discussions ▪ 	<ul style="list-style-type: none"> ▪ Offer their own ideas in discussion using recently introduced vocabulary ▪ Express ideas and feelings using appropriate vocabulary ▪ Responds using full sentences including appropriate use of tense and conjunctions with support and modelling from adults ▪ Speak with clarity, including longer sentences with more detail 	<ul style="list-style-type: none"> ▪ Perform songs, rhymes, poems and stories with others ▪ Participate in actions and performance e.g. within a song, rhyme or poem ▪ Participate in role play areas taking account of the context

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YEAR 1 EXPECTED STANDARD 10	<ul style="list-style-type: none"> ▪ Consistently understands 2 and 3 part instructions ▪ Understands how and why questions ▪ Can demonstrate listening through answering and responding appropriately ▪ To retell stories and incidents using appropriate: tense choices, character names, pronouns, sequencing ▪ Behaves appropriately and demonstrates use of non-verbal gestures 	<ul style="list-style-type: none"> ▪ Extend their understanding and knowledge by asking simple questions ▪ Contributes appropriately to discussions, making comments relevant to the topic ▪ Can start a conversation with adults and peers and join in with them 	<ul style="list-style-type: none"> ▪ Understand that words can be put into groups e.g. adjectives and use them to describe ▪ Select specific words to clarify their meaning e.g. I want the red, spotty ball ▪ Use language to negotiate, ask and express opinions and feelings ▪ Offer their own ideas in discussion using recently introduced vocabulary ▪ Express ideas and opinions to explain ▪ Use language to reason and persuade ▪ Give details that they know is important and will influence the listener ▪ Use a range of conjunctions to join sentences to help explain and justify ▪ Use a more formal tone when speaking with adults 	<ul style="list-style-type: none"> ▪ Engages in imaginative play and can act out stories from familiar situations, using appropriate phrases and vocabulary ▪ Can vary the voice for effect in performance and reading

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YEAR 2 EXPECTED STANDARD 15 POINTS	<ul style="list-style-type: none"> ▪ Listens to others and summarise some of the main points ▪ Can sustain the attention of the listener through eye contact and asking questions 	<ul style="list-style-type: none"> ▪ Ask relevant questions to find out specific information ▪ Recognises that there are other viewpoints and comment respectfully to these stating their own opinion ▪ To know the language of discussion and use taught phrases for agreement and disagreement 	<ul style="list-style-type: none"> ▪ Use recently introduced vocabulary appropriately when talking ▪ Asks for the meaning of unknown words ▪ Start to explain why they have selected particular vocabulary ▪ Express personal feelings, recount experiences etc. with clarity, beginning to make connections between ideas and thoughts using conjunctions ▪ Know that they use a different style of talk with different audiences e.g. greet visitors appropriately ▪ Speaks using more complicated grammar to explain or justify an opinion or to relay information ▪ Can use expression and intonation in their voice to engage their listener 	<ul style="list-style-type: none"> ▪ Is able to work in role , taking on some of the characteristics with an appropriate voice

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YEAR 3 EXPECTED STANDARD 18 POINTS	<ul style="list-style-type: none"> ▪ Listens and respond to others making connected comments and beginning to extend the points raised ▪ Understand the key points to focus on in order to answer a question or follow an instruction and begin to ignore less important information ▪ Can listen to others, agree next steps and consider alternatives 	<ul style="list-style-type: none"> ▪ Ask relevant questions in a wider variety of situations ▪ To know when more clarity is needed and ask appropriate question ▪ Begin to articulate and justify an opinion ▪ Expresses personal feelings with clarity and makes clear connections between ideas and thoughts ▪ Can keep talk purposeful and stay on topic, and use gestures and intonation to further meaning 	<ul style="list-style-type: none"> ▪ Use newly introduced and more adventurous vocabulary appropriately ▪ Can compare synonyms and select most appropriate ▪ Tell a story or recount an event with important key components ▪ Begin to know that words can have more than one meaning Can speak clearly and fluently with an appropriateness for their audience ▪ Can explain ideas appropriate to the audience and use their voice and expression to engage and maintain interest 	<ul style="list-style-type: none"> ▪ Is able to structure and present information in a range of different ways ▪ Use drama techniques to a gauge a deeper understanding and empathy

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YEAR 4 EXPECTED STANDARD 21 POINTS	<ul style="list-style-type: none"> ▪ Listen to others and work out relevant information and make related or elaborate on comments 	<ul style="list-style-type: none"> ▪ Make expanded comments, with supporting detail, in response to others with justification ▪ Beginning to recognise the difference between open and closed questions and begin to apply appropriately ▪ Can articulate and justify an opinion 	<ul style="list-style-type: none"> ▪ Use a wider range of verbs and adverbs within their everyday and more formal speech and begin to understand the impact ▪ Uses complex sentences to speak clearly and explain further ▪ Knows when to use formal language ▪ Knows that words can have more than one meaning ▪ Able to adapt language to engage and suit their audience 	<ul style="list-style-type: none"> ▪ Presents information in a structured way with key ideas highlighted using specific vocabulary ▪ Able to sustain a character in role ▪ Can identify when the listener is losing interest and use intonation and expression to engage

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YEAR 5 EXPECTED STANDARD 24 POINTS	<ul style="list-style-type: none"> ▪ Listen to others and work out relevant information, making related or elaborate on comments and challenge ideas where appropriate 	<ul style="list-style-type: none"> ▪ Identify clearly when they have not understood and be specific about what additional information they need ▪ Can sustain discussion with a range of people in different situations ▪ Able to pose thoughtful questions to their peers and adults ▪ Articulate clearly and justify more complex opinions and answers and build on the contributions of others 	<ul style="list-style-type: none"> ▪ Evaluate the effectiveness and impact of their own and others word choices ▪ Selects the appropriate register in familiar situations ▪ Knows that words can have more than one meaning and selects the appropriate one to use ▪ Uses vocabulary to speculate and hypothesise ▪ Uses a wider range of subordinating conjunctions and adverbials when speaking to allow fluency ▪ Can use intonation, expression and volume to grab the listeners attention and recognises these features in others 	<ul style="list-style-type: none"> ▪ Presents information or personal feelings coherently, selecting specific details and vocabulary ▪ Is able to speak clearly using an introduction, relevant ideas and a conclusion ▪ Able to stay on topic, beginning to select sufficient detail to inform and keep the listener interested ▪ Able to take on a role and act as that character in a range of situations
YEAR 6 EXPECTED STANDARD 27 POINTS	<ul style="list-style-type: none"> ▪ Listens attentively and responds appropriately with positive comments, observant suggestions and challenges ▪ Notice and comment, not only on what is said, but how it is said e.g. sarcasm 	<ul style="list-style-type: none"> ▪ Able to understand and use a full questions to suit different situations ▪ Articulate clearly and justify more complex opinions and answers and build on the contributions of others using the language of debate ▪ Can interpret and respond to different viewpoints by formulating questions to deepen understanding 	<ul style="list-style-type: none"> ▪ Evaluate the effectiveness and impact of their own and others word choices and consider alternatives for effect ▪ Knows that words can have more than one meaning and selects the appropriate one to use and begin to manipulates within language ▪ Selects the appropriate register in range of situations 	<ul style="list-style-type: none"> ▪ Can confidently vary the grammar and vocabulary to suit the audience and context ▪ Can vary the delivery and tone to convey meaning and match the needs of the audience Presents themselves coherently, in a range of situations, selecting specific details and vocabulary to engage and adapt to their audience ▪ Able to adapt a character to different scenarios and sustain a role effectively