



Year 1-6 English

Spoken Language – Years 1-6

1-6.SL - listen and respond appropriately to adults and their peers

Not Met	Shallow	Emerging	Developing	Deepening	Functional
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1-6.SL - ask relevant questions to extend their understanding and knowledge

Not Met	Shallow	Emerging	Developing	Deepening	Functional
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1-6.SL - use relevant strategies to build their vocabulary

Not Met	Shallow	Emerging	Developing	Deepening	Functional
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1-6.SL - articulate and justify answers, arguments and opinions

Not Met	Shallow	Emerging	Developing	Deepening	Functional
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1-6.SL - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Not Met	Shallow	Emerging	Developing	Deepening	Functional
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1-6.SL - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Not Met	Shallow	Emerging	Developing	Deepening	Functional
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1-6.SL - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Not Met	Shallow	Emerging	Developing	Deepening	Functional
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1-6.SL - speak audibly and fluently with an increasing command of Standard English

Not Met	Shallow	Emerging	Developing	Deepening	Functional
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1-6.SL - participate in discussions, presentations, performances, role play, improvisations and debates

Not Met	Shallow	Emerging	Developing	Deepening	Functional
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1-6.SL - gain, maintain and monitor the interest of the listener(s)

Not Met	Shallow	Emerging	Developing	Deepening	Functional
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1-6. SL - - consider and evaluate different viewpoints, attending to and building on the contributions of others

Not Met	Shallow	Emerging	Developing	Deepening	Functional
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1-6.SL - select and use appropriate registers for effective communication.					
Not Met	Shallow	Emerging	Developing	Deepening	Functional

Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.