

Communication and Language – Speaking



ELG Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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.

Development matters statements – Reception

- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

Birth to 5

Band 6 (Reception)

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Uses language to imagine and recreate roles and experiences in play situations
- Links statements and sticks to a main theme or intention
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduces a storyline or narrative into their play

ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (Links with ELG: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (L,A & U))

Baseline	<p>Use a wider range of vocabulary (DM 3-4) Use longer sentences of four to six words. (DM 3-4) Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (DM 3-4) Start a conversation with an adult or a friend and continue it for many turns. (DM 3-4)</p> <ul style="list-style-type: none"> • Able to use language in recalling past experiences (Bto5 - Range 5) • Builds up vocabulary that reflects the breadth of their experiences (Bto5 - Range 5)
Autumn 1	<ul style="list-style-type: none"> • Listens to others in one-to-one conversations and offers own ideas using new vocabulary. • Beginning to listen in small group discussions and offers own ideas when prompted by an adult. • Beginning to listen in whole class discussions and offers own ideas when prompted and supported by an adult.
Autumn 2	<ul style="list-style-type: none"> • Listens in small group and whole class discussions and offers own ideas when prompted by an adult.
Spring	<ul style="list-style-type: none"> • Beginning to participate in small group and whole class discussions with a few reminders (listen to others, wait their turn to speak) from an adult.
Summer	<ul style="list-style-type: none"> • Participates in discussions in whole class, small groups and one-to-one discussions

- Listens to others ideas and offers own ideas on the topic and is using recently introduced vocabulary.

ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Baseline	<p>Use a wider range of vocabulary (DM 3-4) Use longer sentences of four to six words. (DM 3-4) Sing a large repertoire of songs. (DM 3-4) Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (DM 3-4) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (DM 3-4)</p> <ul style="list-style-type: none"> • Questions why things happen and gives explanations. Asks e.g. who, what, when, how (Bto5 - Range 5) • Uses talk to explain what is happening and anticipate what might happen next (Bto5 - Range 5)
Autumn	<ul style="list-style-type: none"> • Understands and responds accurately to who, what, where questions. • Begins to understand why and how questions with support from an adult. • With support, uses simple sentences and vocabulary recently introduced to explain why simple things happen in a short story eg. Why did the pigs run away from the wolf? (because they were scared)
Spring	<ul style="list-style-type: none"> • Understands why and how questions • Uses simple sentences and vocabulary recently introduced to explain why simple things happen in a story. • In an increasing range of situations, such as story-telling, role play, class discussion, begins to offer their ideas and simple explanations.
Summer	<ul style="list-style-type: none"> • Understands and answers why and how questions • Expresses themselves and articulate their thoughts using well-formed sentences and drawing on new vocabulary recently introduced to explain why more complex things happen in a story. Eg. Why didn't the animals help the Little Red Hen in the beginning of the story and then said they would at the end? • In a range of situations, children can confidently express their explanations and articulate their thoughts using well-formed sentences, using new vocabulary accurately and in context.

ELG: Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Baseline	<p>Start a conversation with an adult or a friend and continue it for many turns. (DM 3-4) Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." (DM 3-4) Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. (DM 3-4) Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. (DM 3-4) Use longer sentences of four to six words. (DM 3-4)</p> <ul style="list-style-type: none"> • Talks more extensively about things that are of particular importance to them (Bto5 - Range 5)
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	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because) (Bto5 - Range 5) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture (Bto5 - Range 5) • Beginning to use a range of tenses (e.g. play, playing, will play, played) (Bto5 - Range 5) • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) (Bto5 - Range 5) • Uses intonation, rhythm and phrasing to make the meaning clear to others (Bto5 - Range 5) • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle (Bto5 - Range 5)
	<p>Accurate use of past, present and future tense and making use of conjunctions, with modelling and support from their teacher</p> <p>Expresses their ideas (Speaking for a range of purposes)</p>
Autumn	<ul style="list-style-type: none"> • Expresses ideas and feelings using short phrases and simple sentences with some accurate verb tenses, with modelling and support from the teacher. • Beginning to show an understanding of things that happen in the past, present and future eg. Before school, I ate my breakfast, I eat my lunch now, I will eat my dinner later. • Beginning to extend phrases and simple sentences using conjunctions with significant support and prompts from an adult. Eg. Pupil: “She went to the park” Teacher: “because...” Pupil: “because she liked the swings”
Spring	<ul style="list-style-type: none"> • Expresses ideas and feelings using simple sentences with some accurate verb tenses with modelling and prompts from the teacher. • Shows an understanding of things that happen in past, present and future and beginning to use accurate verb tenses with modelling from an adult but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’. • Beginning to extend simple sentences using simple conjunctions with modelling and prompts from the adult to link thoughts, such as ‘because’, ‘or’ and ‘and’. • Can articulate their ideas and thoughts in well-formed sentences.
Summer	<ul style="list-style-type: none"> • Expresses ideas and feelings using well formed sentences longer sentences and sentences with more details (“I made a big round pizza with tomato, cheese and ham on top”) with modelling and support from the teacher.

- Expresses themselves effectively, using past, present and future tenses accurately with modelling and support from the teacher.
- Demonstrates a developing use of connectives to extend their sentences, drawing on modelled examples from teaching when talking about their experiences using words such as 'if', 'because', 'so', 'could' ("I can have a biscuit if I eat all my dinner")

- Can give details that they know are important and will influence the listener E.g., "Ahmed fell over that stone, Javid didn't push him"
- Can show that they can use language to reason and persuade ("Can I go outside because it's stopped raining?")
- Can use new vocabulary in different contexts.