

Cavendish Close Infant and Nursery School

A rich, relevant, broad and balanced curriculum contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning

Subject area: English – SPEAKING

End of Early Years Foundation Stage expectation		National Curriculum End of Key Stage 1 expectation	
<p>Children in the Early Years Foundation Stage will</p> <p>ELG</p> <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. <p>Exceeded</p> <ul style="list-style-type: none"> Presents and explains ideas to others, using complete sentences or questions. Able to stand up in front other and tell them some detail about a bvisit or about something that has happened to them. Recounts experiences and imagine possibilities, often connecting ideas using correct tenses. Use a wider range of vocabulary which includes specific words relating to the topic. Adds some touches of informative detail when speaking. Showing a growing awareness of the listener. 		<p>What the National Curriculum requires in spoken language at KS1</p> <p>Children in Key Stage 1 should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 	
<u>EYFS 1 (30-50 months)</u>	<u>EYFS 2 (40-60 months)</u>	<u>Year 1</u>	<u>Year 2</u>
<ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives 	<ul style="list-style-type: none"> 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 	<p>To listen carefully and understand:</p> <ul style="list-style-type: none"> Sift information and focus on the important points. Seek clarification when a message is not clear. Understand instructions with more than one point. <p>To develop a wide and interesting vocabulary:</p> <ul style="list-style-type: none"> Use subject specific vocabulary to explain and describe. 	<p>To listen carefully and understand:</p> <ul style="list-style-type: none"> Engage in discussions, making relevant points. Ask for specific additional information to clarify. Understand the meaning of some phrases beyond the literal interpretation. <p>To develop a wide and interesting vocabulary</p> <ul style="list-style-type: none"> Use time, size and other

	<p>explanations. Asks e.g. <i>who, what, when, how</i>.</p> <ul style="list-style-type: none"> • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g, <i>'This box is my castle.'</i> 	<p>their play.</p> <ul style="list-style-type: none"> • Shows awareness of past and future. 	<ul style="list-style-type: none"> • Suggest words or phrases appropriate to topic being discussed. • Identify homophones. <p>To speak with clarity</p> <ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words • Identify syllables within words. <p>To tell stories with structure:</p> <ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. • Predict events in a story. • Give just enough detail to keep the audience engaged. <p>To hold conversations and debates.</p> <ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Vary language between formal and informal according to the situation. • Add humour to a discussion or debate where appropriate. 	<p>measurements to quantify</p> <ul style="list-style-type: none"> • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening <p>To speak with clarity</p> <ul style="list-style-type: none"> • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. <p>To tell stories with structure:</p> <ul style="list-style-type: none"> • Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out. <p>To hold conversations and debates.</p> <ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative.
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