



Spoken Language Progression Documents



Year 1	Developing Skills & Techniques	Evaluate – Questions to ask the children
1) Listen and respond appropriately to adults and their peers.	- Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation. - Understand 2-3 part instructions that may include time concepts, for example using first, before, after or when. <i>"Before you sit down you need to hang up your coat and wipe your feet."</i>	Can you listen to the teacher in the classroom and ignore other people or noises? Can you understand instructions that tell you the order in which you have to do something?
2) Ask relevant questions to extend their understanding and knowledge.	- Ask questions to find out things using how and why when prompted. <i>"Can you think of a 'why' question about this story?" 'why does Harry go to the island of the monsters?'"</i> - Be aware when they haven't understood something and be able to say for example 'I don't understand' (with no further elaboration)"	Can you find things out by asking how and why questions? Can you say 'I don't understand' when you're stuck?
3) Use relevant strategies to build their vocabulary.	- Able to group and name members of categories and to suggest possible category names. <i>"Horse, cow and pig are all mammals; pen, pencil and ruler are stationery; rain, snow and sunshine are type of weather."</i> - Able to guess the word from clues, or give others clues using shape, size, function, etc. with support. <i>"It is long and wriggly and makes a hissing sound; it is found in the kitchen, it has a handle and a lid and you might put milk in it."</i>	Can you sort things into groups and give each group a name? Do you know what someone is describing when they give you clues? Can you give clues about a word for someone to guess?
4) Articulate and justify answers, arguments and opinions.	Use language consistently to express likes and dislikes. <i>"I don't like using sticky clay."</i>	Can you use a sentence to tell someone when you're not happy?
5) Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	- Able to use early story language. <i>"Once upon a time... One day..."</i> - Use language to talk through a series of steps for example for simple problem solving. <i>"I don't have enough paint to finish my picture. I'm going to borrow some from another table."</i>	Can you start using stories using "Once upon a time... or One day...?" Can you talk about the things you need to do so that you can complete a task? Can you join sentences using 'and'?

	• Able to join sentences using 'and'.	
6) Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	• Maintain attention and participate in conversation and small groups providing there are minimal external distractions. • Attention and participation in larger groups is sustained for most of the activity.	Can you listen carefully when you are in a group?
7) Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	• Use language to talk self through steps required in simple problem solving. <i>"I have to get all the lego bricks and sort them out. I need to find all the black ones. Then I can start making this monster."</i>	Can you talk about the things you need to do so that you can complete a task?
8) Speak audibly and fluently with an increasing command of Standard English.	• Produce speech that is clear and easy to understand, with only immaturities. <i>"w instead of r, f instead of th, complex consonant blends e.g sc instead of scr."</i> • Able to say words accurately with three syllables or less. • Able to blend three or four phonemes to make a word, and segment words into individual sounds. • Able to use appropriate tenses and word order. <i>"The girl walked to school or Tomorrow I will be on holiday."</i>	Can you say most speech sounds clearly? Can you say words with up to three syllables clearly? Can you blend sounds out loud to make a short word? Can you say the sound you hear in a word? Can you make sentences about what is happening now, what has happened and what will happen?
9) Participate in discussions, presentations, performances, role play, improvisations and debates.	• Remember their words and speak clearly in short presentations, performances and role play.	Can you speak clearly in presentations, performances and role plays when you just have a bit to say?
10) Gain, maintain and monitor the interest of the listener(s)	• Able to initiate a conversation with a class visitor by using prepared questions.	Can you ask a class visitor questions that you have already thought of?
11) Consider & evaluate different viewpoints, attending to and building on the contributions of others.	• Respond to points of interest when listening to contributions of others. <i>"Oh, I have been to Brighton pier as well. Did you go on the helter skelter?"</i>	Can you make a comment when talking to other people?
12) Select and use appropriate registers for effective communication.	• Imitate popular language. <i>"Cool. Hey mate. Have you seen Frozen? It's wicked!"</i>	Can you use expressions that you hear other people using?

Year 2	Developing Skills & Techniques	Evaluate – Questions to ask the children
1) Listen and respond appropriately to adults and their peers.	- Know the key points they need to focus on in order to answer a question. <i>"Five buses have nine passengers each but the two trains are empty. How many passengers altogether?"</i> - Understand complex 2-3 part instructions. <i>"Choose a character from the story we have just read, then talk to your partner about how they feel at the end of the story and be ready to share your ideas."</i>	Can you find the most important parts in a spoken question? Can you understand long instructions where you have to do several different things?
2) Ask relevant questions to extend their understanding and knowledge.	- Ask a range of different types of questions to find out specific information including 'how' and 'why'. <i>How do we know the burglars can't get in?"</i> - Recognise when a message is not clear and be able to provide some information about why. <i>"Can you say that again; you used too many words or It was too fast."</i>	Can you ask lots of different types of questions to find things out? Can you tell someone when you don't understand something and why you didn't understand it?
3) Use relevant strategies to build their vocabulary.	- Recognise when they haven't understood a word or words and be able to provide some information about why. <i>"Can you say that again; you used too many words or It was too fast."</i> - Able to compare words by the way they look, sound or their meaning for example bare/bear, two/to/too, and begin to comment on this. <i>"If you had a bare bear then it wouldn't have any fur! Furious and angry mean the same thing."</i>	Can you tell someone when you don't understand something and why you didn't understand it? Can you talk about words that look or sound the same? Can you talk about words that have the same meaning?
4) Articulate and justify answers, arguments and opinions.	Use simple conjunctions to justify or explain something. <i>"I am going to finish this picture because then I won't have to do it for homework."</i>	Can you explain things using a sentence with 'because' or 'when'?
5) Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	- Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order. <i>"Mum and the boy decided to go fishing. They put their things in the car. They drove to the lake. They started fishing. Mum caught a big fish and fell in the water."</i> - Describe in 2-3 sentences how to solve a problem. <i>"First I added up all the numbers. Then I worked out how many to make 50. Then I added 50 to make 100 because that's the same as £1."</i>	Can you tell stories that are easy to understand? Can you explain how you solved a problem?

	Able to use conjunctions to increase the length and grammatical complexity of sentences. <i>"because, when."</i>	Can you use 'because' or 'when' to make your sentences longer?
6) Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Take turns to talk, listen and respond in two way conversations and groups.	Can you listen carefully in a group and take turns in a discussion?
7) Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Accurately predict what will happen in a story or retelling of an event. <i>"I think he is going to fall into the water because he is not looking where he is going."</i>	Can you talk about what will happen next in a story or something that happened?
8) Speak audibly and fluently with an increasing command of Standard English.	- Produce speech that is consistently clear and easy to understand, with very few immaturities. <i>"f instead of th, complex consonant blends sc instead of scr."</i> - Able to say words with 4 or more syllables fairly consistently. - Able to manipulate sounds in words such as deleting sounds from words. <i>"What word do you get if you take away the f sound from feet?...eat."</i> - Know that there are some terms or expressions that are only used amongst friends. <i>"Hiya; See ya later!"</i>	Can you say most speech sounds clearly? Can you say words with up to 4 syllables clearly? Can you make new words by taking some sounds away from a word?
9) Participate in discussions, presentations, performances, role play, improvisations and debates.	Take turns to talk, listen and respond in two way conversations.	Can you listen carefully in a group and take turns in a discussion?
10) Gain, maintain and monitor the interest of the listener(s)	- Usually able to keep to topic in a conversation. - Can be easily prompted to move on if they are talking too much.	Can you talk to others and stay on the same topic? Can you let someone else take a turn in a conversation when prompted?
11) Consider & evaluate different viewpoints, attending to and building on the contributions of others.	Ask lots of questions to find out information and respond appropriately to the answers. <i>"Is it called evaporation? Then the answer is that the water will evaporate when it is heated up."</i>	Can you ask questions to find out information and use information from the answers to make your response?
12) Select and use appropriate registers for effective communication.	Know that there are some terms or expressions that are only used amongst friends. <i>"In your face, wicked and yeah right, with friends but not teachers."</i>	Do you know there are some words you only use with friends?

Year 3	Developing Skills & Techniques	Evaluate – Questions to ask the children
1) Listen and respond appropriately to adults and their peers.	- Be able to listen to complex information and work out most of the key information. <i>"Tell your partner three facts about...using the right words if you can and then write them down."</i> - Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not allowed. <i>"Everyone needs to stop talking and listen now, otherwise we will be late for break."</i>	Can you listen to tricky information and find the important parts? Can you understand why you must follow a teacher's instruction and what will happen if you do not do this?
2) Ask relevant questions to extend their understanding and knowledge.	Ask a range of different types of questions to find out specific information including 'how' and 'why'. <i>"How do we know this was from Ancient Egyptian times?"</i>	Can you ask relevant questions?
3) Use relevant strategies to build their vocabulary.	- Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question. <i>"What does that long word mean?"</i> - Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes. <i>"The land around the arctic has no trees and is called the tundra. (meaning tundra)"</i>	Can you tell someone when you don't understand all the words that they have used and ask them about it? Can you use new topic vocabulary in your answers?
4) Articulate and justify answers, arguments and opinions.	Give reasons and explanations for choices and view points in class discussions. <i>"I think the ending of the book is better than the ending in the film, because sometimes things don't work out well for people in real life."</i>	Can you give a reason for what you think in a class discussion?
5) Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	- Tell a story with a clear structure including the setting and ideas linked in different ways. <i>"On holiday, me and Dad went to the seaside. It was great because Dad helped me build a massive sandcastle which I decorated with shells and seaweed. I took a photo of it because after a while the waves started washing it away."</i> - Discuss how a character may be feeling and why. <i>"I think he might be feeling confused because he doesn't understand why his cat has died."</i>	Can you tell stories using conjunctions and include details about who, when and where? Can you talk about why you think the character feels a certain way? Can you use 'before, after, while, so' to make your sentences longer?

	• Able to use conjunctions to increase the length and grammatical complexity of sentences. <i>"Before, after, while, so."</i>	
6) Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	• Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils.	Can you start a conversation with school visitors or other pupils in your school?
7) Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	• Understand how language is used. To investigate and reflect on feelings. <i>"I feel sad because Jane is leaving. How do you feel?"</i>	Can you use words to describe various feelings and find out how other people feel about the same thing?
8) Speak audibly and fluently with an increasing command of Standard English.	• Produce speech that is consistently clear and easy to understand. • Able to say words of any length with accuracy. • Use phonological awareness skills when spelling, although some mistakes may still be made. • Able to signal punctuation and emphasise meaning through the use of intonation. <i>"Pausing to divide speech into intelligible chunks of meaning."</i>	Can you say all speech sounds clearly? Can you say polysyllabic words clearly? Can you spell words with four or more phonemes by listening to the sounds in the words? Can you use changes in your voice to make your meaning clearer?
9) Participate in discussions, presentations, performances, role play, improvisations and debates.	• Respond to the opinions of others in the group. <i>"Everyone on my table thinks the boy made the right choice. I agree with them."</i>	Can you say something about what other people think?
10) Gain, maintain and monitor the interest of the listener(s)	• Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils. • Exaggerate to make a story more interesting. <i>"I was so tired I could have slept for a week!"</i>	Can you start a conversation with school visitors or other pupils in your school? Can you exaggerate to make your stories more exciting?
11) Consider & evaluate different viewpoints, attending to and building on the contributions of others.	• Able to understand another's point of view and show whether they agree or disagree. <i>"I know why you think the boy is naughty but I don't think he did it on purpose."</i>	Can you tell someone when you agree with their opinion and when you don't agree?
12) Select and use appropriate registers for effective communication.	• Aware of the need to use more formal language with adults. <i>"Please could I have another pencil? (to the teacher) or 'Give me / pass me another pencil (to a peer)."</i>	Can you use polite language when talking to adults?

Year 4	Developing Skills & Techniques	Evaluate – Questions to ask the children
1) Listen and respond appropriately to adults and their peers.	- Listen to information, work out which elements are key and make relevant, related comments. <i>'So we need to go home and ask people of different ages what TV was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister.'</i> - Infer meanings, reasons and make predictions. <i>'Now, class 4, I'm going to count to 10 i.e. Mrs Jones is getting cross and we need to listen.'</i>	Can you listen to tricky information and find the important parts? Can you understand why you must follow a teacher's instruction and what will happen if you do not do this?
2) Ask relevant questions to extend their understanding and knowledge.	- Able to use a series of questions to keep a conversation flowing. <i>'Do you like Science? What do you like most about Science? Have you learned about food chains yet?'</i> - Be aware of when they can't remember and ask for an explanation. <i>'Is the author the one that writes the story and the illustrator does the pictures?'</i>	Can you ask a series of questions to have a conversation? Can you say when you can't remember certain words and ask for an explanation?
3) Use relevant strategies to build their vocabulary.	Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding. <i>'What do we call a ghost again, is it a spectator or a spectre?'</i>	Can you tell someone when you can't remember the right word to use? Can you ask a question to help you?
4) Articulate and justify answers, arguments and opinions.	Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan. <i>'We decided that Jenny would go first because she is the fastest and would get us a good start.'</i>	Can you summarise and explain a group discussion?
5) Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	- Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point. - Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours such as nervous, worried, angry, cross, frustrated, pleased. <i>'I shouted because I was angry.'</i> - Able to use fronted adverbials to increase the length and grammatical complexity of sentences. <i>'Later that day, I heard the bad news.'</i>	Can you tell exciting stories using a clear plot and good vocabulary? Can you explain things that have happened to you or people you know including how you or other people felt? Can you begin your explanations or story sentences with phrases using: Later, Before, After, While?

6) Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	• Able to sustain a conversation by giving reasons and explaining choices and views. <i>'I think we should start sorting out these pictures so we can stick them onto the paper. If we use the Pritt stick it will be quicker than using the other glue.'</i>	Can you add to a conversation by explaining your thinking to other people?
7) Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	• Able to discuss cause and effect. <i>'If you hold the bowl still, I'll be able to pour the mixture in with two hands.' That way I won't spill any of it.'</i>	Can you discuss what might happen and why?
8) Speak audibly and fluently with an increasing command of Standard English.	• Produce speech that is consistently clear and easy to understand. • Able to say words of any length with accuracy. • Secure phonological awareness skills. • Use formal language when appropriate in some familiar situations. <i>Showing a visitor around school, using language such as 'Excuse me, I am pleased to meet you' and speaking in full sentences.</i>	Can you say all speech sounds clearly? Can you say polysyllabic words clearly? Can you identify the sounds in a word; the number of syllables and rhyming words and use this in your reading and spelling? Can you talk politely with school visitors?
9) Participate in discussions, presentations, performances, role play, improvisations and debates.	• Take turns to talk, listen and respond in two way conversations.	Can you take different roles in a group discussion e.g leader or note taker?
10) Gain, maintain and monitor the interest of the listener(s)	• Usually able to keep to topic in a conversation. • Can be easily prompted to move on if they are talking too much.	When you talk to people, do you usually know how much information they need? Can you make your reading or talking more interesting by how you use your voice?
11) Consider & evaluate different viewpoints, attending to and building on the contributions of others.	• Ask lots of questions to find out information and respond appropriately to the answers. <i>'Is it called evaporation? Then the answer is that the water will evaporate when it is heated up.'</i>	Can you follow complicated information that someone is sharing and remember the important points?
12) Select and use appropriate registers for effective communication.	• Know that there are some terms or expressions that are only used amongst friends. <i>'In your face, wicked and yeah right, with friends but not teachers.'</i>	Do you know lots of phrases that only people your age would use?

Year 5	Developing Skills & Techniques	Evaluate – Questions to ask the children
1) Listen and respond appropriately to adults and their peers.	- Listen to complex information and identify key elements and make relevant, related comments. <i>'Everyone needs to find a partner and then collect a kit. You will need two flasks, a 100ml of water and some food dye. You will need to take two colours for each group, but the groups can share if there are not enough to go around. Decide who is going to collect what, and if you need to share colours, and then wait until I tell you what to do next.'</i> - Actively inference prediction and reasoning skills by looking for the underlining meaning of what has been said. <i>'You said there was no milk left but I can see a full jug on the table. You are teasing me!'</i>	Can you listen to complex information, know the important parts and respond to it? Can you work out when a message has a different meaning?
2) Ask relevant questions to extend their understanding and knowledge.	- Use follow up questions linked to answers that have just been given. <i>'When did you...?', 'What happened...?' 'Why did you...?'</i> - Ask a clarification question that requires the speaker to elaborate on what they have said. <i>'Could you explain again how that works?'</i>	Can you ask a variety of follow up questions to find out more about the initial answer / information given? Can you ask a specific question so that the speaker clarifies what they meant?
3) Use relevant strategies to build their vocabulary.	Incorporate topic vocabulary into their written and spoken work. <i>'Everything is made up of atoms, like solids, liquids and gases.'</i>	Can you use topic vocabulary accurately in your spoken answers and written work?
4) Articulate and justify answers, arguments and opinions.	Able to use complex sentences and link by meaning to present ideas logically. <i>'We travel to France for our holiday and enjoyed the journey on the ferry because there was a soft play area and we were allowed to drink coke.'</i>	Can you share information with other people so that they can understand you clearly?
5) Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	- Include a subplot in telling stories and recalling events before resolving the main storyline. - Present a point of view using persuasive language. <i>'Please come to my party- it will be awesome! We are having a really funny clown and the biggest bouncy castle in the world.'</i> - Use complex sentences and conjunctions to link ideas together in order to present ideas logically. <i>'The boy fell over in the park; however he did not need to go to hospital because his injuries were not serious.'</i>	Can you tell stories with a subplot? Do you know how to try and make people agree with you when you are talking to them?
6) Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing.	Can you ask questions and make helpful comments to help keep a conversation going?

7) Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	• Able to use complex sentences and to present ideas logically. <i>'The easiest way to get to the gym is going through the big hall which is on the left as you leave this room. Then turn right and it is the third door on the left.'</i> • Able to use language to persuade. <i>'Do you want to be part of something that helps people who have lost everything? Then join my fantastic fundraising group and you can make a difference to someone's life.'</i>	Can you share complicated information with other people so that they can understand you clearly? Can you persuade people to agree with you by talking to them?
8) Speak audibly and fluently with an increasing command of Standard English.	• Produce speech that is consistently clear and easy to understand. • Able to say words of any length with accuracy. • Secure phonological awareness skills. • Use appropriately different words and phrases, from how people in that area normally talk, and standard English. <i>'We were' instead of 'we was' or 'I did' instead of 'I done.'</i>	Can you say all speech sounds clearly? Can you say polysyllabic words clearly? Can you identify the sounds in a word, the number of syllables and rhyming words and use this in your reading and spelling? Can you talk using standard English when appropriate?
9) Participate in discussions, presentations, performances, role play, improvisations and debates.	• Able to take turns, listening carefully to others and politely agreeing or disagreeing with them. • Able to present a point of view by presenting evidence and using persuasive language with familiar topics. <i>'I think we could all go out in the snow because we all have boots, coats, globes and hats and if we get some fresh air now we will be able to concentrate better on our work when we come back.'</i>	Can you listen carefully to others and politely agree or disagree with them? Can you use persuasive language when presenting your thoughts and ideas?
10) Gain, maintain and monitor the interest of the listener(s)	• Realise when the listener doesn't fully understand and try to help them. • Is able to use humour effectively.	Can you repeat or re-phrase what you have said to help someone understand you? Can you use language to make people laugh?
11) Consider & evaluate different viewpoints, attending to and building on the contributions of others.	• Actively use inference, prediction and reasoning skills by looking for the underlining meaning of what has been said. <i>'Are we going to Disney Land? You said there would be a brilliant surprise and you keep smiling and looking at Dad.'</i>	Can you work out when a message has a different meaning?
12) Select and use appropriate registers for effective communication.	• Use appropriately different words and phrases, from how people in that area normally talk and standard English. <i>'We were' instead of 'we was' or 'I did' instead of 'I done.'</i>	Can you talk using standard English when appropriate?

Year 6	Developing Skills & Techniques	Evaluate – Questions to ask the children
1) Listen and respond appropriately to adults and their peers.	- Understand the key points made by a number of speakers and to compare different points of view. - Appreciate sarcasm when it is obvious. <i>'My best vase, broken. Now that was really clever.'</i>	Can you listen to information from different people and compare different points of view? Can you recognise when someone does not mean exactly what they say?
2) Ask relevant questions to extend their understanding and knowledge.	- Understand and use different types of questions: open, closed, rhetorical. - Identify clearly when they haven't understood and be specific about what additional information they need. <i>'So what is the difference between transparent and translucent?'</i>	Can you understand and use lots of different types of questions? Can you ask a specific question to work out what piece of a message you don't understand?
3) Use relevant strategies to build their vocabulary.	Use 'academic' vocabulary (i.e. 'Tier 2' words e.g co-operate, analyse) but the meaning might not be accurate. <i>'I had to co-operate really hard to get my work done.'</i>	Can you use 'learning' words when you are talking about your work?
4) Articulate and justify answers, arguments and opinions.	Able to use language to negotiate with others, to explain options available and to predict possible outcomes. <i>'I will put these maths books away if you will collect the pencils. This will be quicker.'</i>	Can you explain, negotiate and predict possible outcomes?
5) Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	- Tell elaborate entertaining stories which are full of detailed descriptions. - Share ideas and information, give and receive advice, offer and take notice of the opinion of others. <i>'I think it would be a good idea to use a different colour pen so it stands out.'</i> Or <i>'We could strengthen the towers like this, but I think your way will work better.'</i> - Use long and complex sentence structures in class and other situations. <i>'I will come with you only because it means that you will stop hassling me.'</i>	Can you tell a story with a subplot and lots of detail with varied vocabulary? Can you listen to other people's opinions and share yours? Can you use varied and interesting vocabulary to make your sentences longer in a variety of situations?
6) Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others. <i>'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</i>	Can you share your opinions with other people and listen and respond to what they think?
7) Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	- Use inference, reasoning and prediction skills. <i>'I know you don't mean that because I have seen the other class lining up.'</i> - Able to negotiate an agreement explaining other options and possible outcomes.	Can you understand what other people mean or are trying to suggest even if they don't say it literally? Can you use language to discuss and agree something?

	<i>'Ok, let's try the carpet first, as most of us think that will cause ,most friction; but the rubber mat is quite sticky and if we are wrong then the other team will win.'</i>	
8) Speak audibly and fluently with an increasing command of Standard English.	• Produce speech that is consistently clear and easy to understand. • Able to say words of any length with accuracy. • Secure phonological awareness skills. • Able to re-phrase what they want to say according to the audience e.g in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.	Can you say all speech sounds clearly? Can you say polysyllabic words clearly? Can you identify the sounds in a word; the number of syllables and rhyming words and use this in your reading and spelling? Can you choose vocabulary appropriate to formal or informal situations?
9) Participate in discussions, presentations, performances, role play, improvisations and debates.	• Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others. <i>'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</i> • Able to present a point of view by presenting evidence and using persuasive language with academic topics. <i>'If we all recycled more, we wouldn't need to use as much energy to make new things, so it would be better for the planet.'</i>	Can you share your opinions with other people and listen and respond to what they think? Can you use persuasive language when presenting your thoughts and ideas about topics you are learning about?
10) Gain, maintain and monitor the interest of the listener(s)	• Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others. <i>'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</i> • Sophisticated use of questions to help conversation flow.	Can you share your opinions with other people and listen and respond to what they think? Can you use lots of different types of questions in a conversation?
11) Consider & evaluate different viewpoints, attending to and building on the contributions of others.	• Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise. <i>'I think we should all go swimming first but make sure you have enough money for the bus fare home.'</i>	Can you summarise what other people suggest or think and make your own suitable suggestions based on this?
12) Select and use appropriate registers for effective communication.	• Able to re-phrase what they want to say according to the audience. <i>In more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i>	Can you choose vocabulary appropriate to formal or informal situations?