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| **Nursery**  | **Reception** | **Year 1** | **Year 2** |
| **Learn tier 1,2 vocabulary (tier 3 if appropriate)****Answer blank level 1 and some 2 questions .****Know all vocabulary related to school environment and the home.****Begin to introduce language associated with body parts, animals and pets and words linked with stories and experiences.** | **Learn tier 1,2 vocabulary (tier 3 if appropriate)****Anger blank level 1 and 2 questions confidently****Know all vocabulary related to school and home, immediate outside area, body parts, pets, farm animals and other vocabulary linked to stories and experiences.** | **Learn tier 1,2,3 new vocabulary****Answer Blank level 1,2,3 questions****Ensure children learn all relevant new vocabulary through STAR and have time to apply and revisit.** | **Learn tier 1,2,3 new vocabulary****Answer Blank level 1,2,3,4 questions****Ensure children learn all relevant new vocabulary through STAR and have time to apply and revisit.** |
| Key VocabularyListenInstructionQuestionFunctionRhymeRhythmTalktell | ListenCommentQuestionThinkSequenceRhythmrhyme | ExplainIdeaChallengeListenRespondSequenceRetellQuestionOpinionTier 1,2,3Vocabulary | ExplainDescribeArguePersuadeOpinionPredictHypothesiseConversationVocabularyTier 1,2,3 |
| Focusing attention still listen or do but shift own attention | Listens actively in a range of situations | Listens and responds appropriately to adults and peers |
| Questions why things happen and give explanations | Respond to what they hear with relevant comments, questions or actions | Ask relevant questions to extend their understanding and knowledge |
| Responds to simple instructionsCan follow directions | ***Able to follow 2 step instructions with an information carrying word*** | ***Able to follow at least 3 step instructions and repeat back to an adult.*** |
| Understands use of objects e.g what do we use to cut thingsBuilds up vocabulary that reflects the breath of their experiences | Understand humour e.g nonsense rhymes, jokes | Use relevant strategies to build their vocabulary |
| Beginning to use more complex sentences to link thoughts | Links statements and sticks to a main theme or intentionUse talk to organise, sequence and clarify thinking, ideas, feelings and events | Articulate and justify answers, arguments and opinions |
| ***Begin to talk about how they feel*** | Children express themselves effectively, showing an awareness of listener’s needs.*Children talk about how they and others show feelings* | Give well – structured descriptions, explanations and narratives for different purposes, including for expressing feelings |
|  | They give their attention to what others say and respond appropriately | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments |
| Use talk to connect ideas explain what is happening and anticipate what might happen next, recall and relive past experiences | They develop their own narratives and explanations by connecting ideas and events | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas |
| Can retell a simple past event in correct orderUses a range of tenses | They use past, present and future forms accurately when talking | Speak audibly and fluently with an increasing standard of English |
| Use talk in pretending that objects stand for something*Confident to talk to other children when playing and will communicate freely about own home and community* | Use language to imagine and recreate roles and experiences in play situations.*Children are confident to speak in a familiar group**Confident to speak about own needs, wants, interests and opinions**Can describe self in positive terms and talk about abilities* | Participate in discussions, presentations, performances, role-play, improvisations and debates |
| Use intonation, rhythm and phrasing to make the meaning clear to others*Confident in asking adults for help* |  | Gain, maintain and monitor, the interest of the listener. |
| Use vocabulary focused on objects and people that are important to them | Listens and responds to ideas expressed by others in conversation or discussion | consider and evaluate different viewpoints, attending to and building on the contributions of others. |
|  |  | Select and use appropriate registers for effective comminication |