



	Be a speaker Physical – voice and body language	Be a linguist Linguistic – vocabulary, language, rhetorical techniques	Be a thinker Cognitive – content, structure, clarifying and summarising and reasoning	Be aware of others Social and emotional – working with others, listening and responding, confidence in speaking, audience awareness.
EYFS Powerful Knowledge 30 – 50 months Early Learning Goals 40 – 60 months	<ul style="list-style-type: none"> -To retell a simple past event in correct order (e.g. went down slide, hurt finger). -To talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. -To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' -To remember and talk about significant events in their own experience. -To talk about why things happen and how things work. -To use language to imagine and recreate roles and experiences in play situations. -To link statements and stick to a main theme or intention. - To use talk to organise, sequence and clarify thinking, ideas, feelings and events. -To introduce a storyline or narrative into their play. -To explain own knowledge and understanding. - To develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> -To begin to use more complex sentences to link thoughts (e.g. using and, because). -To use a range of tenses (e.g. play, playing, will play, played). -To use vocabulary focused on objects and people that are of particular importance to them. -To build up vocabulary that reflects the breadth of their experiences -To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<ul style="list-style-type: none"> -To begin to understand 'why' and 'how' questions. -To question why things happen and give explanations. Asks who, what, when and how. -To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. -To ask appropriate questions of others. -To initiate conversations, attend to and take account of what others say. -To answer 'how' and 'why' questions about their experiences and in response to stories or events. -To listen and respond to ideas expressed by others in conversation or discussion. This is 40-60m not ELG. 	<ul style="list-style-type: none"> -To listen to others one to one or in small groups, when a conversation interests them. -To focus attention – still listen or do, but can shift own attention. -To be able to follow directions (if not -intently focused on own choice of activity). -To respond to simple instructions, e.g. to get or put away an object. -To use intonation, rhythm and phrasing to make the meaning clear to others. -To talk confidently with other children when playing, and will communicate freely about own home and community. -To maintain attention, concentrate and sit quietly during appropriate activity. -To have two-channelled attention – can listen and do for short span. -To understand humour, e.g. nonsense rhymes, jokes. -To follow a story without pictures or props. -To respond to instructions involving a two-part sequence. -To confidently speak to others about own needs, wants, interests and opinions. -To listen attentively in a range of situations. -To give their attention to what others say and respond appropriately, -To follow instructions involving several ideas or actions. -To express themselves effectively, showing awareness of listeners' needs. -To speak confidently in a familiar group, will talk about their ideas.
Year 1 Powerful Knowledge	<ul style="list-style-type: none"> - I speak clearly and confidently in front of people in my class, using a natural voice. - I make eye contact with the audience. 	<ul style="list-style-type: none"> - I can use appropriate vocabulary to describe my personal life and my feelings. - I can think of alternatives for simple vocabulary choices. 	<ul style="list-style-type: none"> - I can keep to the main topic when we are talking in a group - I can retell and role play a well-known story and remember the main characters. - I can ask questions to get more information. - I am beginning to share my opinion about stories, animals, books etc using 'I think that' - I can discuss my work orally with a group, practicing turn taking. - I can listen carefully to my partner and can report what they have said. - I can talk in full sentences. 	<ul style="list-style-type: none"> - I can listen to others during discussion and usually respond appropriately. - I can maintain my focus when playing and learning with others. - I can start a conversation with an adult. - To understand instructions with more than one point in many situations - I can speak in front of larger audiences e.g. class assemblies. Show and tell, performances etc
Year 2 Powerful Knowledge	<ul style="list-style-type: none"> - Whilst speaking clearly (pronouncing words with suitable clarity and avoiding shouting), I can hold the attention of people I am speaking to by adapting the way I talk. - I smile at my audience and make eye contact; I am beginning to use my hands when speaking. - I can recognise that sometimes speakers talk differently, and I can discuss reasons why this might happen. 	<ul style="list-style-type: none"> - I am starting to use subject specific vocabulary to explain, describe and add detail and my sentences are usually grammatically correct - I can use words or phrases appropriate to the topic we are discussing. - I practise and rehearse reading sentences and stories aloud - I can take on different roles in a drama or role play and can discuss the character's feelings 	<ul style="list-style-type: none"> - I can retell a story, using narrative language and linking words and phrases. - I am beginning to ask questions to get more information and clarify meaning. - I can share my opinion about stories, animals, books etc using 'I think that'. - I am beginning to sequence my points, in a discussion. - I can discuss my work orally with a group and can give reasons as to why I did something. - I can listen carefully to a discussion and can report some of what was discussed. 	<ul style="list-style-type: none"> - I can listen carefully and respond with increasing appropriateness to what has been said: e.g. make a helpful contribution when speaking in a small group and practising turn taking. - I can hold the attention of people I am speaking to by adapting the way I talk. - I can perform a simple poem from memory. - I can fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. - I can attempt to follow instructions before seeking assistance

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Year 3 <i>Powerful Knowledge</i>	<ul style="list-style-type: none"> - Speaking clearly (without lots of stoppages or utterances), I am beginning to use intonation and tone (vocal variety) to the hold attention of my audience. - I am beginning to communicate using non-verbal cues; I smile at my audience and am beginning to use my hands and stand confidently when speaking. - I make eye contact with the audience by focussing on individuals 	<ul style="list-style-type: none"> - I can vary the amount of detail and make appropriate vocabulary choices, depending on the audience. - I can recognise powerful vocabulary in stories/texts that I read or listen to and am beginning to try to use these words and phrases in my talk. - I ensure that my sentences are grammatically correct. - I rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers - I participate in role play tasks, showing an understanding of character by choosing appropriate word and phrases to indicate a person's emotions 	<ul style="list-style-type: none"> - I can share my ideas in group discussion and am beginning to build on the ideas of others. - I can retell a story using narrative language and add relevant detail - I can sequence and communicate ideas in an organised and logical manner, always using complete sentences. - I can ask questions to get more information and clarify meaning. - I can justify an answer by giving my views (utilising 'I think this because' and 'I know this because') - I am beginning to structure my thoughts, before undertaking a presentation. - I can listen carefully to a discussion and can report what was discussed/decided. 	<ul style="list-style-type: none"> - I take part and can listen carefully in a range of contexts (class assembly, sharing news and show and tell) and usually respond appropriately to both adults and peers. - I can perform poems form memory, adapting expression and tone as appropriate. - I can follow instructions in a range of unfamiliar situations - I can ask for additional information to clarify instructions if needed
Year 4 <i>Powerful Knowledge</i>	<ul style="list-style-type: none"> - I can present to an audience using appropriate pace and intonation; controlling the tone and volume so that the meaning is clear. - I can communicate using non-verbal cues; I smile, use my hands and stand confidently when speaking. - I make eye contact with the audience by focussing on individuals 	<ul style="list-style-type: none"> - I can vary the amount of detail and make appropriate vocabulary choices, depending on the purpose and the audience. - I can regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. - I am beginning to use language that is acceptable in formal and informal situations (speaking with the teacher/visitor vs a peer) with increasing confidence. - I can recognise powerful vocabulary in stories/texts that I read or listen to and can build these words and phrases into my own talk in an appropriate way. - I can use appropriate grammar for the situation. I speak clearly using standard English and am beginning to understand that, in drama or informal situations, dialect or regional variances may be appropriate. - I am beginning use language for effect (metaphors and humour). - I can practise and rehearse sentences and stories, and listen to constructive feedback. - I can take on a specific role in role-play/drama activities and participate in focused discussions while remaining in character 	<ul style="list-style-type: none"> - I can show that I understand the main point and details in a discussion and am beginning to build on the ideas of others. - I can sequence and communicate ideas in an organised and logical manner, always using complete sentences. - I can ask questions to clarify or develop my understanding about a subject. - I can justify an answer by giving my views (utilising 'I think this because' and 'I know this because') whilst providing evidence. - I am beginning to structure my presentation in an organised fashion. (introductions, paragraphs, headings, points for discussion, persuasive devices, conclusions) - I can summarise the main points from a discussion or conversation. 	<ul style="list-style-type: none"> - I take part and can listen carefully in a range of contexts (class assembly, sharing news and show and tell, presentations) and usually respond appropriately to both adults and peers. - I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. - I can follow complex directions/multi-step instructions without the need for repetition.
Year 5 <i>Powerful Knowledge</i>	<ul style="list-style-type: none"> - I can engage an audience using appropriate pace and intonation: controlling the tone and volume so that the meaning is clear. - I am beginning to communicate using non-verbal cues; my posture and gestures add clarity to what I am saying. I stand confidently and interact with the audience. - I make eye contact with the audience by focussing on individuals 	<ul style="list-style-type: none"> - I can regularly use interesting adjectives, adverbial phrases, subordinating conjunctions and extended noun phrases in speech. - I can use language that is acceptable in formal and informal situations (speaking with the teacher/visitor vs a peer) with increasing confidence. - I can recognise powerful vocabulary in stories/texts/newspapers that I read or listen to and can build these words and phrases into my own talk in an appropriate way. - I can use appropriate grammar for the situation. I speak clearly using standard English for formal talk and am beginning to understand that, in drama or informal situations, dialect or regional variances may be appropriate. - I am beginning to enhance a statement/point using rhetorical techniques such as: metaphors, humour, sarcasm, irony and mimicry. 	<ul style="list-style-type: none"> - I can express my point of view and develop my ideas and opinions, providing reasons for my thinking. (opinions of stories, persuasive presentations) - I can ask questions that are responsive to the ideas and views of others. - I am beginning to use hypothetical language (modal verbs) to consider and speculate about multiple outcomes or solutions. - I am beginning to summarise the main points from a discussion/presentation/conversation. - I can structure my presentation in an organised fashion. (introductions, linked paragraphs, headings, points for discussion, persuasive devices, conclusions) - I can summarise the main points from a discussion/presentation/conversation. 	<ul style="list-style-type: none"> - I can listen carefully during group work, making timely contributions and asking questions that are responsive to others' ideas and views. - I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. - I can follow complex directions/multi-step instructions without the need for repetition. - I can use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. - I can combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.
Year 6 <i>Powerful Knowledge</i>	<ul style="list-style-type: none"> - To engage my audience, I use appropriate pace and intonation, volume and expression so that literal and implied meaning is clear. - I can communicate using non-verbal cues; my posture and gestures add clarity to what I am saying. I stand confidently and interact with the audience. - I make eye contact with the audience by focussing on individuals. - To select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> - I can develop my vocabulary in a range of ways including: looking at the work of others (stories/texts/newspapers), playing games and engaging with unfamiliar vocabulary. - I can use adventurous and ambitious vocabulary in my speech, which is always appropriate to the topic, audience and purpose. - I can use a broad, deep and rich vocabulary to make abstract concepts (electricity, the solar system) clear to a variety of audiences. - I can use appropriate grammar for the situation. I speak clearly using standard English for formal talk but understand that, in drama or informal situations, dialect or regional variances may be appropriate. - I can enhance a statement/point using rhetorical techniques such as: metaphors, humour, sarcasm, irony and mimicry. 	<ul style="list-style-type: none"> - I make contributions to discussions, whilst evaluating others' ideas and responding to them. - I can explain ideas and opinions, providing reasons and evidence to justify my thinking. - I ask questions to develop my ideas, taking account of the work of others'. - I can sustain and argue a point of view in a debate, using the formal language of persuasion. - I can structure my presentations/arguments (debate) in an organised fashion. (introductions, linked paragraphs {within and between}, headings, considered ordered points for discussion, persuasive devices, conclusions) - I can succinctly summarise the main points from a discussion/presentation/conversation. 	<ul style="list-style-type: none"> - I talk confidently and fluently in a range of situations (debates, class assemblies, performances, presentations, discussions etc) and can take on different roles. (speaker, chair of the debate, reporter, scribe etc) - I can make improvements to my listening skills, based on constructive feedback. (SLANT, Tranmere Talk) - I listen to, consider and evaluate different viewpoints during discussions. - I can participate confidently in a range of different performances, role play exercises, improvisations, performance poetry and plays. - I can perform poems and plays from memory making deliberate choices about how to convey ideas and characters, contexts and atmosphere. - I can follow complex directions/multi-step instructions without the need for repetition. - I can gain, maintain and monitor the interest of the listener(s).