

NC Objective	Nursery Development Matters (3-4 year olds)	Reception Development Matters (Reception)	Year 1 Pupils should be taught to:	Year 2	Year 3	Year 4	Year 5	Year 6
listen and respond appropriately to adults and their peers	Listen to longer stories and can remember much of what happens.	Understand how to listen carefully and why listening is important. (Simon Says games, telephone game, follow me or similar)	Listen and respond to the speaker making simple comments and suggestions (verbal peer assessment, circle time, PXL Listening and Responding resources)	Make helpful contributions when speaking in turns, in pairs and in small groups (science experiments, PE group activities, circle time, class meetings, think, pair share, hot seating, PXL Listening and Responding resources)	Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared (jigsaw improvers - PXL science investigations, circle time, hot seating, listen and repeat, PXL Listening and Responding resources)	Work in a variety of group situations following appropriate etiquette for group dynamics (PXL Listening and Responding resources, group presentations, group work across all subjects, literature circles, jigsaw improvers - PXL)	Show a clear understanding of the main points of a conversation/discussion. Make reference to other's comments when articulating their own ideas (PXL Listening and Responding resources, debating teams, circle times, class meetings)	Participate in collaborative work, taking on board the ideas of others and adapting these to meet the needs of the group. Be able to articulate and develop the speaker's ideas in different ways. (PXL Listening and Responding resources, whole class discussion, mock trial, negotiations, campaigning/elections)
ask relevant questions to extend their understanding and knowledge	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand "why" questions, like "Why do you think the caterpillar got so fat?"	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (Open question starters, science investigations, maths, hot seating, contingent talk)	Begin to ask questions that link clearly to the topic being discussed (literature circles/reading strategies, verbal problem solving in maths, hot seating, contingent talk)	Show that the conversation is being followed through the questions being asked (hotseating, what am I game, P4C, class meeting, PXL Oracy resources - character game)	Generate questions to ask a specific speaker in response to a talk or conversation (PXL Listening and Responding resources, interviews, hotseating, who am I?, reading strategies, problem solving, science investigations, PXL Oracy resources - character game)	Ask questions in direct response to something heard or presented (PXL Listening and Responding resources, debating, question time, 3 key questions, hotseating, PXL Oracy resources - character game)	Spontaneously ask questions in response to a conversation to develop ideas (PXL Listening and Responding resources, all group activities, key question, blooms question starters, reading strategies, PXL Oracy resources - character game)	Spontaneously ask questions which develop the conversation with their peers to take ideas or knowledge further. (PXL Listening and Responding resources, all group activities, key question, blooms question starters, reading strategies, PXL Oracy resources - character game)
use relevant strategies to build their vocabulary	Respond to new vocabulary. Use a wider range of vocabulary.	Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. (Vocabulary rich environment, word of the day, contingent talk)	To be encouraged to think of alternatives for simple vocabulary choices to broaden their known vocabulary (line of intensity, vocabulary walls, synonym games, contingent talk)	To be encouraged to listen to and use new vocabulary to develop their own vocabulary and given opportunities to use this in meaningful ways (class reading, line of intensity, vocabulary walls, word of the day, synonym games, contingent talk, word webs, amazing adjectives)	To be encouraged to develop their individual vocabulary using words they see and hear in their reading and across the curriculum (daily reading, word of the day, word webs, personal dictionaries, magic wall/record, working wall, PXL Unlock)	To use new vocabulary within the correct context (Discus a wider range of topics which are unfamiliar to their own direct experiences (daily reading, word of the day, word webs, science presentations, debating, personal dictionaries, magic wall/record, working wall, PXL Unlock)	Use vocabulary appropriately and for effect (Use appropriate terminology linked to other curriculum subjects (Tier 2 and 3 vocabulary focus, daily reading, vocabulary walls, guess the word games, debating on subject themes, presentations, verbal explanations, concept cartoons)	Use appropriate terminology linked to other curriculum subjects (Tier 2 and 3 vocabulary focus, daily reading, vocabulary walls, guess the word games, debating on subject themes, presentations, verbal explanations, concept cartoons)
articulate and justify answers, arguments and opinions	Be able to express a point of view and to debate when they disagree.	Articulate their ideas and thoughts in well-formed sentences. (Open questions, role play, facilitated discussion through play, contingent talk)	Can answer questions clearly in sentences (open questioning, blooms question starters, science investigations, maths explanations)	Can give a reason for their answer when asked (Are encouraged to explore why they have certain thoughts or opinions (circle times, debating, hotseating, RE/moral debates, science conclusions, PXL Oracy resources - character game)	Can give answers to questions that are supported by justifiable reasons (Persuasion activities, Science conclusions, RE/moral debating, concept cartoons, hotseating, explain how you know questions, PXL Oracy resources - character game)	Can support own ideas and opinions with explanation (concept cartoons, explanation activities, circle time, debates, elections, team work activities through all subjects, explain how you know questions)	Can present ideas/opinions coherently, supported with reasons (debating, hotseating, concept cartoons, tableau, class meetings/discussions, explain how you know questions, PXL Oracy resources - character game)	Can sustain an argument and follow a train of thought, returning to the main ideas throughout the course of the conversation (PXL debating, persuasion/elections, concept cartoons, explain how you know questions, PXL Oracy resources - character game)
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Use talk to organise themselves and their play: "Let's go on a bus... You sit there... Be the driver."	Describe events in some detail. Connect one idea or action to another using a range of connectives. (E.g. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate)	Being able to describe their immediate world and environment (Can talk about themselves clearly and confidently (circle times, nature walks, 5 senses activities)	Can retell simple stories and recounts including the main points (presentations, news broadcasts, Talk for Writing)	Can develop ideas and feelings through sustained talk (Can organise what they want to say so that it is clear to the listener (talk for a minute activities, presentations, debates, Talk for Writing)	Can organise what they want to say so that it is clear to the listener (Can give descriptions/factual events or experiences/tell stories with some added detail to engage the listener (storytelling, presentations, news broadcasts, science conclusions, tableaux, Talk for Writing)	Can talk about feelings, thoughts and ideas with some detail to make the meaning explicit (Can present some information clearly and in an appropriate form for the listener (circle times, science investigations, presentations, news broadcasts)	Can plan and present information verbally selecting the appropriate format and style to match the purpose (Can sustain a longer conversation about a given topic (debating, presentations, PXL Spoken English and Oracy resources)
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Use longer sentences of four to six words. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (contingent talk/rhyme time, talking sticks)	Listen carefully to rhymes and songs, paying attention to how they sound. (E.g. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Can remain focused on a conversation even when not directly involved (class debates, hot seating)	Can remain focused on a conversation even when not directly involved and are able to recall the main points when questioned (class debates, hot seating, summarising)	Can ask questions to show they have followed a conversation (subsets, question time, workshops and visitors, ask the expert, PXL Oracy resources - character game)	Can contribute and ask questions to show they have followed a longer conversation for a sustained period of time (Workshops and visitors, Q&A, Ask the Expert, hotseating, PXL Oracy resources - character game)	Can ask questions and summarise another person's contribution to a conversation (debating, hotseating, PXL Listening and Responding resources)	Can summarise another person's contribution to a conversation adding in their own interpretation or opinion based on what they have heard (debating, hotseating, PXL Listening and Responding resources, persuasion)
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use a wider range of vocabulary. (Modelled language, contingent talk, group activities, round robin games, whats in the box, name 5 things)	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. (Investigations, why questions e.g. why do we get puddles?, why objects are made from different materials)	Begin to offer ideas and suggestions based on what has been heard (in response to a story or poem being read/science experiment, contingent talk)	Begin to offer ideas and suggestions based on what has been heard (hypothesising what might happen in a science experiment)	Develop their own ideas about a topic and expand on them from using other people's contribution (persuasion, debating, presentations, science investigations)	Develop their own ideas about a topic and expand on them from using other people's contribution (Adapt these ideas in light of new information (circle time, RE discussions, BISA class discussions, debating, hotseating)	Offer ideas and support these with carefully considered reasoning. Be flexible and able to change their ideas as new information comes to light (debating, presentations, science investigations, PSHE and RE discussions responding to views of others)	Be flexible and able to change their ideas as new information comes to light. Make reference back to their original thoughts providing either confirmation or support to their reasons for the change of focus (persuasion, debating, presentations, science investigations, PSHE and RE discussions responding to views of others)
speak audibly and fluently with an increasing command of Standard English	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed'	Articulate their ideas and thoughts in well-formed sentences. (E.g. 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.	Can speak clearly when talking in class (imaginary journey, show and tell, debating, performance poetry, key questions)	Can speak clearly and in grammatically correct sentences (presentations, debating or persuasion)	Can speak to a wider audience (whole school in assembly, year group presentation)	Can adapt speaking style to suit the audience e.g. peers and HF (assemblies, presentations, debating, think pair share, performance poetry)	Can articulate thoughts clearly when presenting to a range of audiences (assemblies, presentations, debating, think pair share, performance poetry, role play)	Can adopt a formal/informal tone as appropriate to the situation (assemblies, presentations, debating, think pair share, performance poetry, role play)
participate in discussions, presentations, performances, role play, improvisations and debates	Can start a conversation with an adult or friend and continue it for many turns. (Contingent talk, role play, conversation games/questions)	(E.g. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during public class discussions and small group interactions.	Know when it is their turn to speak in a simple presentation/discussion (Take part in role play to find out about different characters and situations (role play, developing character through a prop from a text, debating, class meetings)	Take different roles in a drama/role play to explore how others felt about a character's actions (role play, hotseating, tableau, freeze frame)	Participate in drama and role play activities, beginning to show an understanding of a character's feelings and emotions (role play, drama, presentations, debating, PXL Oracy resources - character game)	Participate in discussions by listening to others and building on what has been said (Participate in drama, improvisation and role play activities, showing an understanding of a character by choice of vocabulary to indicate feelings and emotions (PXL Listening and Responding resources, role play, hotseating, tableau, freeze frames, PXL Oracy resources - character game)	Can present information in a variety of ways to suit the audience (Take an active role in discussions. Participate in debates following appropriate etiquette and conventions (debating, role play, resources - character game)	Take an active role in discussions - taking on a range of specific roles and take responsibility for making sure that the discussion remains focused. Perform to wider audiences combining words, gestures and movement (Participate in debates following appropriate etiquette and conventions (Literature circles, presentations, drama, performance poetry, debating)
gain, maintain and monitor the interest of the listener (s)	Say some words and phrases clearly and in context.	Articulate their ideas and thoughts in well-formed sentences.	Speak clearly so that the listener can hear what is said (lines of intensity, debating and persuasion)	Organise thoughts into sentences before expressing them (Choosing words carefully to add interest and detail (lines of intensity, debating and persuasion)	Carefully planning talk/presentations carefully to ensure they fulfil the purpose and suit the needs of the listener (presentations, persuasive arguments, historical role play)	Through careful planning, adapt language, tone and style to suit the purpose (lines of intensity, debating and persuasion, performance poetry, news broadcasts)	Be aware of the listener and adapt talk to maintain the listener's interest (Express and explain relevant ideas with some elaboration to make meaning explicit (lines of intensity, debating and persuasion, performance poetry, news broadcasts, Science hypothesising and concluding)	Maintain and control effective organisation of a talk to guide the listener (Adapt vocabulary, grammar and non verbal features to maintain a listener's interest (lines of intensity, debating and persuasion, presenting, performance poetry, news broadcasts, Science hypothesising and concluding)
consider and evaluate different viewpoints, attending to and building on the contributions of others	Be able to express a point of view and to debate when they disagree.	(E.g. Make comments about what they have heard and ask questions to clarify their understanding. (E.g. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Know that different people have different ideas and responses (debating, hotseating, freeze frame, circle time)	Know that people have different ideas and responses and recognise that these are as valuable as their own (role time, debating, hotseating, interviews)	Take account of the viewpoints of others when offering responses (circle times, RE discussions, BISA debating/discussions, historical role play, developing empathy, debating, persuasion)	Take account of the viewpoints of others when building their own arguments and offering responses (circle times, RE discussions, BISA debating/discussions, historical role play, developing empathy, debating, persuasion)	Make reference to the viewpoints of others when planning and delivering an argument (debating, concept cartoons, science investigations, historical role play)	Make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions. (Debating, science investigations, concept cartoons, explain how you know questions, elections)
select and use appropriate registers for effective communication	Respond and listen to different speakers.	Recognise how different speakers talk. (Class reading, rhymes and poems)	Recognise how different speakers talk and identify some simple features (class reader, characterisations, newsworld, hotseating)	Notice how different speakers talk and consider why this might be the case (class reader, characterisations, newsworld)	Recognise how language choices vary in different situations (lines of intensity, Talk for Writing, modelled oracy)	Recognise how language choices vary in different situations (Begin to adapt suitable styles of delivery dependent on task/audience (lines of intensity, Talk for Writing, modelled oracy, PXL Oracy resources - character games)	Recognise how language use varies in different situations (Begin to reflect this understanding in the choices they make for delivering a talk (PXL Oracy resources - character game, lines of intensity, Talk for Writing, role play, presentations)	Explain how language use varies in different situations (Reflect this understanding in the choices they make for delivering a talk (PXL Oracy resources - character game, lines of intensity, Talk for Writing, role play, presentations)

Subject	Possible oracy strands
Maths	reasoning, justifying statements, speculating, proving solutions and mathematical facts, clarifying and explaining, using talk to negotiate a solution
English	Standard English performance - presentation role play – investigating character and plot debate – characters' motivations
Science	hypothesising, asking questions for investigation, challenging/debating others' viewpoints to reach a hypothesis
History/Geography	demonstrating empathy with people involved in historic events e.g. WW2, Great Fire of London performance and presentation of information learned drawing ideas together across a whole topic in geography
RE/PSHE/Citizenship	responding appropriately to the views of others, building on and challenging the views of others, presenting own ideas to a variety of audiences, analysing and considering the impact of non-verbal gestures