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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 Vocabulary  Listen  Instruction  Question  Function  Rhyme  Rhythm  Talk  tell | Listen  Comment  Question  Think  Sequence  Rhythm  rhyme | Explain  Idea  Challenge  Listen  Respond  Sequence  Retell  Question  Opinion  Tier 1,2,3  Vocabulary | Explain  Describe  Argue  Persuade  Opinion  Predict  Hypothesise  Conversation  Vocabulary  Tier 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 instructions  Can 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 things  Builds 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 intention  Use 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 order  Uses 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 | |