

	What knowledge, understanding and skills will we gain?	What impact will our learning have?
Pre-Stage 1C	<ul style="list-style-type: none"> Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. Makes own sounds in response, when talked to by familiar adults. Practises and gradually develops speech sounds, babbling to communicate with adults, says sounds like dada etc. Uses sounds in play eg brum. Uses single words. Frequently imitates words and sounds. 	<p>ALL: Will be able to make sounds and with support will begin to communicate with intent.</p> <p>MOST: Will begin to communicate with intent to make their needs known and will begin to use single words and copy sounds.</p> <p>SOME: Will be able to make their needs known, use single words and be understood by a familiar adult.</p>
Pre-Stage 1B	<ul style="list-style-type: none"> Uses familiar expressions e.g. Oh dear, All gone, Hello, Beginning to put two words together e.g. want ball, more juice. Uses different types of everyday words- nouns, verbs and adjectives. Beginning to ask simple questions. 	<p>ALL: With prompts will copy known words and simple expressions.</p> <p>MOST: Will copy known words and simple expressions. Beginning to use nouns, adjectives, verbs and is attempting to ask simple questions.</p> <p>SOME: Is able to ask simple questions, use a range of nouns, verbs and adjectives.</p>
Pre Stage 1A	<ul style="list-style-type: none"> Holds a conversation using simple sentences, jumping from topic to topic. Learns new words very rapidly and is able to use them when communicating. Uses a variety of questions, What? Where? Who? Can retell a simple past event in the correct order. Uses a range of tenses. Uses vocabulary focussed on objects and people that are of particular importance to them. Uses talk to organise, sequence and clarify meaning, ideas, feelings and events. 	<p>ALL: With support will attempt to engage in a conversation, will attempt new words, will attempt to use a range of tenses and talk about past events.</p> <p>MOST: Will attempt to engage in a conversation, will learn new words and use in context, will use a range of tenses and talk about past events.</p> <p>SOME: Will initiate a conversation with a familiar adult about a range of topics and will use learnt vocabulary that includes tense and past events. Will be able to ask questions and discuss feelings and ideas.</p>

<p>Stage 1</p>	<ul style="list-style-type: none"> • Produces speech that is easy to understand, though may have some immaturities e.g pronunciation of certain sounds and grammatical errors e.g. I goed to the shop. • Speaks confidently to a group of peers so that they understand the message of what is being said. • Takes turns to talk, listening carefully to the contributions of others. • Explains simple things and expresses feelings. • Seeks clarification when a message is not clear. • Understands and follows instructions with more than one point. • Uses longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events. • Understands that words can be put into categories e.g animals 	<p>ALL: Speech is understood by familiar adults and peers. With prompts will turn take in a conversation and express their feelings. With support will follow simple instructions. With support will be able to categorise words.</p> <p>MOST: Speech is understood with some immaturities of pronunciation. Understands the conventions of a conversation and will express their feelings. Will follow simple instructions. With prompts will be able to categorise words.</p> <p>SOME: Speech is understood by unfamiliar adults and will confidently talk to a group and is confident in the conventions of a conversation and will express their feelings. Is able to understand and follow more detailed instructions and is able to categorise words.</p>
<p>Stage 2</p>	<ul style="list-style-type: none"> • Uses speech that is consistently clear and easy to understand, though may have some grammatical errors e.g. We was at home. • Takes turns to talk, listen and respond in two-way conversations and groups. • Reads aloud with appropriate intonation to make the meaning clear. • Provides appropriate descriptions using subject specific vocabulary; communicates feelings appropriately; provides a simple explanation. • Is increasingly aware that people use different kinds of speech in different circumstances. • Listens carefully to others, asking lots of questions to find out information, including 'How' and 'Why'. • Uses subject specific vocabulary to explain and describe. • Suggests words or phrases appropriate to the topic being discussed. 	<p>ALL: Speech is mainly clear and easy to understand despite some grammatical errors. Usually takes turns in two-way conversations. Uses some intonation when reading aloud.</p> <p>MOST: Listens carefully to others and speech is consistently clear. Is beginning to ask questions. Takes turns to talk, listen and respond in a two-way conversation. Able to read with intonation to make the meaning clear. Uses appropriate vocabulary to describe feelings and explanations.</p> <p>SOME: Aware that people use different types of speech in different circumstances. Able to ask 'How' and 'Why' questions to gain more information. Suggests relevant subject specific vocabulary.</p>

<p>Stage 3</p>	<ul style="list-style-type: none"> • Speaks clearly, fluently and accurately in a range of collaborative situations, offering relevant contributions to the task. • Has a growing awareness of grammatically accurate Standard English. • Uses adventurous and sophisticated vocabulary. • Uses vocabulary that is appropriate to the topic being discussed or the audience that is listening. • Starts to use appropriate intonation to emphasise grammar and punctuation when reading aloud. • Controls the tone and volume of their voice when reading their own writing so that the meaning is clear. • Rehearses poems for presentation and performance. • Gives appropriate descriptions, explanations and narratives for different purposes. 	<p>ALL: Uses vocabulary that is appropriate to the topic. Beginning to speak clearly and fluently in a range of situations. Rehearses poems for presentation. Has a growing awareness of grammatically accurate Standard English.</p> <p>MOST: Uses vocabulary that is appropriate to the topic and audience. Speaks clearly, fluently and accurately in a wide range of situations, offering relevant contributions. Beginning to control the tone and volume of their voice when reading their own writing so that the meaning is clear.</p> <p>SOME: Uses adventurous and sophisticated vocabulary. Gives appropriate descriptions, explanations and narratives for different purposes. Uses appropriate intonation when reading aloud so as to emphasise grammar and punctuation.</p>
<p>Stage 4</p>	<ul style="list-style-type: none"> • Continues to speak audibly and fluently with an increasingly confident use of Standard English. • Is familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through formal presentation. • Explains and develops ideas across the curriculum. • Reflects on the effectiveness of an explanation. • Prepares poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<p>ALL: Usually speaks audibly and fluently with an increasingly confident use of Standard English, Prepares poems and playscripts to read aloud and to perform</p> <p>MOST: Is familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, Explains and develops ideas across the curriculum, Prepares poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>SOME: Is familiar with and confident in using language for formal presentations, Is able to reflect on the effectiveness of an explanation</p>
<p>Stage 5</p>	<ul style="list-style-type: none"> • Uses subject specific vocabulary to expand and justify ideas across the curriculum. • Suggests words or phrases appropriate to the topic being discussed. • Explains their understanding of what they have read, including through formal presentation, maintaining a focus on the topic. • Gains, maintains and monitors the interest of the listener. 	<p>ALL: Usually uses subject specific vocabulary to expand and justify ideas across the curriculum, Suggests words or phrases appropriate to the topic being discussed, Gains the interest of the listener, Collaborates in a group to prepare a presentation.</p> <p>MOST: Consistently uses subject specific vocabulary to expand and justify ideas across the curriculum, Gains and maintains the interest of the listener.</p>

	<ul style="list-style-type: none"> Collaborates in a group to prepare a presentation. 	<p>SOME: Explains their understanding of what they have read, including through formal presentation, maintaining a focus on the topic, Monitors the interest of the listener.</p>
Stage 6	<ul style="list-style-type: none"> Confident in selecting and using appropriate tone and volume for effective communication, including the use of Standard English. Demonstrates a degree of confidence and mastery of language when describing or explaining before the class. Prepares poems and play scripts to read aloud and perform clearly, audibly and with appropriate intonation before a wider audience (e.g. school assembly). Expresses feelings appropriately, selecting the appropriate audience. 	<p>ALL: Confident in selecting and using appropriate tone and volume for effective communication, including the use of Standard English.</p> <p>MOST: Prepares poems and play scripts to read aloud and perform clearly, audibly and with appropriate intonation before a wider audience (e.g. school assembly), Expresses feelings appropriately, selecting the appropriate audience.</p> <p>SOME: Demonstrates a degree of confidence and mastery of language when describing or explaining before the class.</p>

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Pre-Stage 1C	<ul style="list-style-type: none"> Reacts in interaction with others by smiling, looking and moving. Quietens and alerts at the sound of speech. Listens to familiar sounds or words. Enjoys rhymes and demonstrates listening by joining in with actions and vocabulary. 	<p>ALL: With prompts will react to others, will listen to familiar sounds/words and with support will listen to rhymes and join in with the actions.</p> <p>MOST: Will react to others, will listen to familiar sounds/words and will listen to rhymes and join in with the actions.</p> <p>SOME: Will interact with others, listen to others and attempt to join in with rhymes.</p>
Pre-Stage 1B	<ul style="list-style-type: none"> Listen to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands who, what, where in simple questions. 	<p>ALL: Is beginning to listen to others and understand simple questions. With support will listen to stories and join in with repeated refrains and anticipate key events and phrases.</p> <p>MOST: Will listen to others and understands simple questions. Will listen to stories and join in with repeated refrains and anticipate key events and phrases.</p> <p>SOME: Will listen to others and understand and answer simple questions. Will request and listen to stories and join in with repeated refrains and anticipate key events and phrases.</p>
Pre Stage 1A	<ul style="list-style-type: none"> Maintains attention, communicates and sits quietly during an appropriate activity. 	<p>ALL: With support will focus on an activity and will listen to a story, anticipating and responding appropriately. With support will listen to others and is beginning to respond to a two-part sequence.</p>

	<ul style="list-style-type: none"> • Listens to and responds to ideas expressed by others in conversation or discussion. • Responds to instructions involving a two-part sequence, understands humour e.g. nonsense rhymes, jokes. • Listens attentively to stories, anticipating key events and responding to what they hear with relevant comments, questions or actions. 	<p>MOST: Will focus on an activity and will listen to a story, anticipating and responding appropriately. Will listen to others and will respond to a two-part sequence.</p> <p>SOME: Will focus on an activity for an extended period and will listen to a story, anticipating and responding appropriately. Will listen to others and will respond to a two-part sequence and will engage in a joke and nonsense rhymes.</p>
<p>Stage 1</p>	<ul style="list-style-type: none"> • Takes turns to talk, listening carefully to the contributions of others. • Starts conversations with other people and joins in with group conversations, listening and responding to ideas expressed by others. • Expresses an opinion and substantiates it with one reason (speaking in simple sentences). • Actively listens and responds to others in discussions: i.e. joins in conversations; asks and answers questions; shares opinions. • Maintains concentration in discussions for 10-15 minutes. • Listens attentively for reasonable periods of time (e.g. during assembly). • Uses more complicated grammar including using different ways to join phrases to help explain and justify ideas/ events or opinions e.g. because, so, then. 	<p>ALL: With support will engage in a conversation and will take turns and listen to others. Is beginning to express an opinion and say why. Will concentrate for 10mins and is beginning to use an extended range of vocabulary and give reasons as to why.</p> <p>MOST: Will engage in a conversation and will take turns and listen to others. Will express an opinion and say why. Will concentrate for 15mins and is using an extended range of vocabulary and will give reasons as to why.</p> <p>SOME: Will engage in and initiate a conversation and will take turns and listen to others. Will express an opinion and say why. Will concentrate for over 15mins and is using an extended and more complicated range of vocabulary and will give reasons as to why.</p>
<p>Stage 2</p>	<ul style="list-style-type: none"> • Gains the interest of the listener; is sometimes able to monitor the listener's response. • Knows that different people have different ideas from their own; is able to listen to these and make a contribution. • Knows that different language is appropriate in different situations (formal and informal). • Makes contributions that are relevant to those that have come before. • Uses spoken language to explore ideas and learn, independently in small groups: uses language to imagine, make guesses and predict. • Participates in discussion about books and poems read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>ALL: Will gain the interest of the listener. Beginning to know that different people have different ideas. Is able to listen to other's ideas. Uses spoken language to explore ideas and learn.</p> <p>MOST: Is sometimes able to monitor a listener's response. Can listen and make a contribution. Uses language to imagine and predict. Participates in discussions about books.</p> <p>SOME: Uses formal and informal language appropriately in different situations. Listens and makes contributions that are relevant to those that have come before, taking turns.</p>

Stage 3	<ul style="list-style-type: none"> • Maintains relevant topic in collaborative talk. • Listens to and participates in discussions about books and texts, taking turns and listening to what others say. • Gains knowledge and understanding of a subject through small group discussion, and discusses learning. • Works independently and collaboratively in small groups to produce and evaluate ideas. • Makes relevant comments or asks questions in a discussion or a debate. 	<p>ALL: Usually maintains relevant topic in collaborative talk. Listens to and participates in discussions about books, taking turns and listening to others.</p> <p>MOST: Maintains relevant topic in collaborative talk. Makes relevant comments in a discussion.</p> <p>SOME: Works independently and collaboratively in small groups to produce and evaluate ideas. Makes relevant comments in a debate.</p>
Stage 4	<ul style="list-style-type: none"> • Understands there are different arguments and viewpoints, responding appropriately. • Respectfully challenges opinions or points, offering an alternative. • Articulates answers and opinions, being able to justify their response. • Begins to understand the process of debate. • Develops, agrees on, and evaluates rules for effective discussion, showing the ability to evaluate their own contribution to a discussion and to change how they contribute in future as a result 	<p>ALL: Understands there are different arguments and viewpoints, Begins to understand the process of debate.</p> <p>MOST: Responds appropriately to different arguments and viewpoints, Respectfully challenges opinions or points, Articulates answers and opinions, being able to justify their response, Develops and agrees on rules for effective discussion, showing the ability to evaluate their own contribution to a discussion and to change how they contribute in future as a result</p> <p>SOME: Offers an alternative to opinions and points shared, Evaluates rules for effective discussion, showing the ability to evaluate their own contribution to a discussion and to change how they contribute in future as a result</p>
Stage 5	<ul style="list-style-type: none"> • Demonstrates active listening by justifying ideas or expanding on the ideas of others. • Recognises and explains some idioms • Understands the meaning of some phrases beyond the literal interpretation. • Debates with increasing understanding. • Negotiates and compromises by offering alternatives. • Collaborates in a group to discuss and deepen understanding of what is being learnt. • Uses small group or whole class discussions to speculate, hypothesise, imagine and explore ideas. • Participates in discussions effectively and challenges views politely. 	<p>ALL: Demonstrates active listening by justifying ideas or expanding on the ideas of others, Recognises and explains some idioms, Understands the meaning of some phrases beyond the literal interpretation, Debates with increasing understanding.</p> <p>MOST: Negotiates and compromises by offering alternatives, Collaborates in a group to discuss and deepen understanding of what is being learnt.</p> <p>SOME: Uses small group or whole class discussions to speculate, hypothesise, imagine and explore ideas, Participates in discussions effectively and challenges views politely.</p>
Stage 6	<ul style="list-style-type: none"> • Understands and uses the conventions for discussion and debate. • Debates, using relevant details to support points. • Offers alternative explanations when others don't understand. 	<p>ALL: Understands and uses the conventions for discussion and debate, Debates, using relevant details to support points.</p> <p>MOST: Offers alternative explanations when others don't understand, Develops own and others' knowledge, understanding</p>

	<ul style="list-style-type: none"> • Develops own and others' knowledge, understanding and ideas in different ways through unsupervised group discussion. • Effectively shapes the overall direction of talk with effective contributions across a range of contexts, showing implicit and explicit meanings. • Adds humour to a discussion or debate where appropriate. • Selects appropriate language in a range of situations (formal and informal) • Asks and responds to questions to demonstrate a secure understanding of topics under discussion. • Participates confidently in debate, understanding and sustaining the conversations and demonstrating a range of debating skills. • Explores and explains situations and concepts to identify and evaluate the merits of other options and possible outcomes. 	<p>and ideas in different ways through unsupervised group discussion, Adds humour to a discussion or debate where appropriate, Selects appropriate language in a range of situations (formal and informal), Asks and responds to questions to demonstrate a secure understanding of topics under discussion.</p> <p>SOME: Effectively shapes the overall direction of talk with effective contributions across a range of contexts, showing implicit and explicit meanings, Participates confidently in debate, understanding and sustaining the conversations and demonstrating a range of debating skills, Explores and explains situations and concepts to identify and evaluate the merits of other options and possible outcomes.</p>
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Pre-Stage 1C	<ul style="list-style-type: none"> • Starts to understand contextual cues, e.g. familiar gestures, words and sounds. • Is developing the ability to follow other people's body language, including pointing and gesture (if appropriate visually). • Expresses himself/ herself through physical actions and sounds. • Pretends that one object represents another, especially when objects have characteristics in common. 	<p>ALL: With support can understand contextual clues and is developing the ability to follow body language (where vision allows). Is beginning to express themselves through physical action and sounds and with support will pretend that an object represents something else.</p> <p>MOST: Can understand contextual clues and is developing the ability to follow body language (where vision allows). Will express themselves through physical action and sounds and will pretend that an object represents something else.</p> <p>SOME: Can understand contextual clues and is developing the ability to follow body language (where vision allows) and will act upon these. Will express themselves through physical action and sounds and await a response and is extending imaginative play.</p>
Pre-Stage 1B	<ul style="list-style-type: none"> • Is beginning to use representation to communicate e.g. drawing a line and saying "That's me". • Is beginning to make believe by pretending. • Engages in role play based on their own first hand experiences. • Build stories around toys • Uses available resources to create props to support their role play. 	<p>ALL: With support is beginning to use representation as a way of communication and with support will engage in make believe and role play. Is developing imaginative play and with prompts will use resources to support this.</p> <p>MOST: Is beginning to use representation as a way of communication and will engage in make believe and role play. Will engage in imaginative play and will use resources to support this.</p>

		SOME: Will confidently use representation as a way of communication and enjoys make believe and role play. Will initiate imaginative play with peers and will use resources to support this.
Pre Stage 1A	<ul style="list-style-type: none"> Introduces a narrative into their play. Plays cooperatively as part of a group to develop and act out a story. Joins in and organises role play with friends. Plays cooperatively and pretends to be someone else talking. Retell favourite stories. 	<p>ALL: When scaffolded will use narration in their play and with support will join in with group role play and will act out a story and take on the role of another.</p> <p>MOST: Is beginning to independently use narration in their play and will join in with group role play and will act out a story and take on the role of another.</p> <p>SOME: Will confidently use narration in their play and will join in with and initiate group role play and will act out a story and take on the role of another whilst retelling a favourite story.</p>
Stage 1	<ul style="list-style-type: none"> Enacts simple characters in role play - using appropriate language. Recites some rhymes and poems by heart. Ensures stories have a sequence of events. Recounts experiences with interesting detail. Takes part in role play of a familiar story. Describes their own experiences in detail and in the correct order. 	<p>ALL: With support will enact simple characters in role play and have a sequence of events in a story and their own experiences. With support will recite simple rhymes and poems.</p> <p>MOST: Will enact simple characters in role play and have a sequence of events in a story and their own experiences. Will recite simple rhymes and poems.</p> <p>SOME: Will confidently enact characters in role play and ensure to have a sequence of events in a story and their own experiences. Will recite rhymes and poems by heart.</p>
Stage 2	<ul style="list-style-type: none"> Tells a story with important key components in place. Uses conjunctions to link their ideas together. Uses imaginative range of description words when engaged in role-play. Ensures stories have a setting, plot and sequence of events. Begins to infer what a new word means by context. Uses drama and role-play to develop understanding of characters and events and order ideas for writing. Recites some poems by heart, with appropriate intonation to make the meaning clear. 	<p>ALL: Beginning to tell a story with key components. Uses drama and role play to develop ideas for their writing. Recites a few poems by heart.</p> <p>MOST: Able to tell a story with key components. Recites some poems by heart with appropriate intonation.</p> <p>SOME: Ensures stories have a setting, plot and sequence of events. Uses conjunctions to link ideas together. Uses imaginative descriptive words in role play.</p>
Stage 3	<ul style="list-style-type: none"> Prepares play scripts to read aloud and to perform effectively (with some understanding of tone, volume, intonation and action). Speaks clearly and audibly before an audience outside of the classroom (assembly; school production). 	<p>ALL: With some support can prepare a play script to read aloud and perform. Speaks clearly before an audience within the classroom.</p> <p>MOST: Can prepare a play script to read aloud and perform. Speaks clearly before an audience outside the classroom.</p>

	<ul style="list-style-type: none"> • Brings stories to life with expression and intonation. • Responds appropriately when in role, including basic improvisation. 	<p>SOME: Can prepare a play script to read aloud and perform with understanding of tone, volume, intonation and action. Responds appropriately when in role incorporating improvisation.</p>
Stage 4	<ul style="list-style-type: none"> • Performs confidently, showing an understanding of tone, intonation, volume and action before an audience outside of the classroom (assembly; school production). • Performs improvised dialogue/events to others. • Narrates detailed and exciting stories. 	<p>ALL: Performs confidently, showing an understanding of tone, intonation, volume and action before an audience outside of the classroom (assembly; school production). MOST: Narrates detailed and exciting stories. SOME: Performs improvised dialogue/events to others.</p>
Stage 5	<ul style="list-style-type: none"> • Makes use of opportunities to devise and script drama for one another and a range of audiences. • Adopts, creates and sustains a range of roles in drama and improvisation. • Narrates detailed and exciting stories. • Uses the conventions and structure appropriate to the type of story or presentation 	<p>ALL: Narrates detailed and exciting stories, Uses the conventions and structure appropriate to the type of story or presentation MOST: Makes use of opportunities to devise and script drama for one another and a range of audiences, Adopts, creates and sustains a range of roles in drama. SOME: Adopts, creates and sustains a range of roles in improvisation.</p>
Stage 6	<ul style="list-style-type: none"> • Tells elaborate entertaining stories using expression and tone of voice to engage the audience. • Incorporates detail to engage and inform the audience across tasks that aren't always straightforward chronologies e g flashback, counter-argument. • Can rehearse, refine and perform drama and theatre performances. • Interweaves action, character descriptions, settings and dialogue in a performance. • Performs improvised role play, group or class performances considering the effectiveness of delivery. 	<p>ALL: Tells elaborate entertaining stories using expression and tone of voice to engage the audience, Can rehearse, refine and perform drama and theatre performances. MOST: Performs improvised role play, group or class performances considering the effectiveness of delivery. SOME: Interweaves action, character descriptions, settings and dialogue in a performance, Incorporates detail to engage and inform the audience across tasks that aren't always straightforward chronologies e g flashback, counter-argument.</p>