



Beverley Minster Primary School

Y1 Spoken Language Targets

A Year 1 Speaker						
I speak clearly and confidently in front of people in my class.						
I can re-tell a well known story and remember the main characters.						
I can hold attention when playing and learning with others.						
I can keep to the main topic when we are talking in a group.						
I can ask questions in order to get more information.						
I can start a conversation with an adult I know well or with my friends.						
I listen carefully to the things other people have to say in a group.						
I join in with conversations in a group.						
I join in with role play.						
Exceeding Year 1 Expectations						
I can explain my answers, arguments and opinions when challenged.						
I can give careful descriptions, explanations and narratives for different purposes.						
I can express my personal feelings when involved in discussions.						
I can take part keenly in discussions and debates.						
I can retell a story I know, remembering details and adding my own point of view.						
I can make changes to events (<i>usually endings</i>) in a familiar story when asked to do so.						
I can consider the views of everyone in a discussion.						
I can use appropriate language to ensure the listener knows when something happened.						
I can understand the consequences of what is said to others.						
I can summarise the outcome of a discussion.						



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Y2 Spoken Language Targets

A Year 2 Speaker						
I can ask a question to get more information and clarify meaning.						
I can talk in complete sentences.						
I can decide when I need to use specific vocabulary.						
I can take turns when talking in pairs or a small group.						
I am aware that formal and informal situations require different language (<i>beginning</i>).						
I can retell a story using narrative language and linking words and phrases.						
I can hold the attention of people I am speaking to by adapting the way I talk.						
I understand how to speak for different purposes and audiences (<i>beginning</i>).						
I can perform a simple poem from memory.						
Exceeding Year 2 Expectations						
I can use different style, tone and loudness of speech when speaking to a larger audience.						
I can help the discussion to go well by listening and responding to others' ideas.						
I can think of a some questions about a group of objects that is shared or discussed with the class.						
I can explain the main things I have learnt from a presentation by someone else.						
I can talk about why I think certain things happen in science.						
I can talk about my own feelings when thinking about a story.						
I can choose persuasive language to suit the listener						
I know when to vary my voice and language to express my feelings at a key moment.						
I can make sure instructions follow one another in sequence.						
I can decide how to present a poem dramatically, using all members of the group.						



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Y3 Spoken Language Targets

A Year 3 Speaker						
I can sequence and communicate ideas in an organised and logical way, always using complete sentences.						
I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.						
I take a full part in paired and group discussions.						
I show that I know when Standard English is required and use it (<i>beginning</i>).						
I can retell a story using narrative language and add relevant detail.						
I can show that I have listened carefully because I make relevant comments.						
I can present ideas or information to an audience.						
I recognise that meaning can be expressed in different ways, depending on the context.						
I can perform poems from memory adapting expression and tone as appropriate.						
Exceeding Year 3 Expectations						
I can speak with good diction so that those at the rear of the audience can hear clearly what I am saying.						
I can talk about my personal feelings in relation to the way a story starts and ends.						
I can ensure that my persuasive talk provokes a strong response.						
I can listen to others responsively in discussion and link ideas clearly to what others have said, even when my point of view is different.						
I can make use of what is learnt from a discussion, presentation or broadcast.						
I can ensure the language and structure I use when giving instructions are appropriate for the task.						
I can give instructions with clear diction, so that everything can be heard and understood.						
I can adapt instructions to suit different audiences, for example, for adults or younger children.						
I am happy to attempt different roles/responsibilities according to what is needed.						
I am happy to look at a different viewpoint to influence my feelings about a character or situation.						



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Y4 Spoken Language Targets

A Year 4 Speaker						
I ask questions to clarify or develop my understanding.						
I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.						
I show that I understand the main point and the details in a discussion.						
I adapt what I am saying to the needs of the listener or audience (<i>increasingly</i>).						
I show that I know that language choices vary in different contexts.						
I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.						
I can justify an answer by giving evidence.						
I use Standard English when it is required.						
I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.						
Exceeding Year 4 Expectations						
I can prepare and deliver a talk to the class on an aspect of learning in science, history or geography.						
I can present a strong argument in a formal debate on an issue, using the language and procedures of debating.						
I can propose and discuss possible explanations and questions (e.g. re phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources.						
I can develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject.						
I can listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing.						
I can comment on the language used in the arguments presented in a debate.						
I can take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement.						
I can reflect on and evaluate my dramatic presentations and those of others.						
I can explain the advantages and disadvantages of the formal rules of debating.						
I show a good understanding of what has been said and can introduce new ideas that are valid.						



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Y5 Spoken Language Targets

A Year 5 Speaker						
I can engage the listener by varying my expression and vocabulary.						
I can adapt my spoken language depending on the audience, the purpose or the context.						
I can develop my ideas and opinions, providing relevant detail.						
I can express my point of view.						
I show that I understand the main points, including implied meanings in a discussion.						
I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.						
I use Standard English in formal situations.						
I am beginning to use hypothetical language to consider more than one possible outcome or solution.						
I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.						
I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.						
I am beginning to select the appropriate register according to the context.						
Exceeding Year 5 Expectations						
I can organise and shape a talk, making connections between ideas and drawing on different points of view.						
I can use Standard English appropriately.						
I can use persuasive language and techniques to influence the listener.						
I can show an understanding of how and why language choices vary in my own and others' talk in different contexts.						
I can sustain listening to different sources, retaining or noting key information.						
I can speak in extended turns to express ideas and opinions, with some relevant detail.						
I can vary vocabulary, grammar, and non-verbal features to suit the audience, purpose, and context.						
I can sustain listening to different sources, retaining or noting key information.						
I can listen to others in discussion and link my own ideas clearly to others' views .						



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Y6 Spoken Language Targets

A Year 6 Speaker						
I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.						
I ask questions to develop ideas and take account of others' views.						
I explain ideas and opinions giving reasons and evidence.						
I take an active part in discussions and can take on different roles.						
I listen to, and consider the opinions of others in discussions.						
I can make contributions to discussions, evaluate others' ideas and respond to them.						
I can sustain and argue a point of view in a debate, using the formal language of persuasion.						
I can express possibilities using hypothetical and speculative language.						
I engage listeners through choosing appropriate vocabulary and register that it is matched to the context.						
I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.						
I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.						
Exceeding Year 6 Expectations						
I can adapt spoken language confidently according to the demands of the context.						
I understand that there are different registers and levels of formality within Standard English and that this is dependent upon the context.						
I can make considered choices about the required register and vocabulary I need to use to engage my audience, according to the context.						
I can ask pertinent questions to develop and extend ideas.						
I can articulate ideas and opinions, using evidence and explanation in support .						
I participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining my ideas.						
I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.						
I can debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.						
I can explore complex ideas and feelings in a range of ways, both succinct and extended.						
I can maintain generally controlled and effective organisation of talk to guide the listener.						
I can perform my own compositions, using appropriate intonation, volume and expression to engage my audience.						
I can perform poems or plays from memory, making deliberate choices about how I convey ideas about characters, contexts and atmosphere, to engage a specific audience.						