

Key Learning in Spoken Language: Year 1

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Listen and maintain attention to an adult in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> ▪ Listen and maintain attention to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Respond appropriately to adults after listening attentively. ▪ Respond appropriately to peers after listening attentively. ▪ Respond appropriately to questions posed by an adult, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, e.g. <i>Where does the character live in the story?</i> ▪ Ask questions to clarify thinking using <i>who, what, where, when, why</i> and <i>how</i>. ▪ Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class. ▪ Provide simple oral explanations, e.g. <i>explaining a simple process using the joining word because.</i> ▪ Speak audibly when communicating with others in pairs and small groups. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Speak in complete sentences linked to the context. ▪ Use past, present and future tense, orally, e.g. <i>past tense when recounting an event, present tense when working in role, and future tense when making a prediction.</i> ▪ Use joining words during talk to extend ideas, e.g. <i>and, but, or, because, so.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Introduce and explore new vocabulary orally, e.g. <i>linked to real life contexts, stories, non-fiction, poetry and across the curriculum.</i> ▪ Describe settings orally using vocabulary provided. ▪ Describe characters orally using vocabulary provided. ▪ Describe feelings orally using vocabulary provided, e.g. <i>Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. <i>small world figures, props, images, actions and story maps.</i> ▪ Orally retell simple non-fiction texts (instructions, recounts or information), using a range of strategies, e.g. <i>small world figures, props, images, actions and text maps.</i> ▪ Participate in role in English and across the curriculum, e.g. <i>take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone.</i> ▪ Take part in imaginative role play, e.g. <i>linked to familiar contexts in role play areas, by using small world props and figures, or miming events.</i> ▪ Recite rhymes and poems by heart and perform to an audience, e.g. <i>different groups or another class.</i> ▪ Present simple information to an audience. ▪ Read and perform stories using a voice with an appropriate volume, e.g. <i>a child's own story.</i>