

What do you know? Spoken Language

I Can Statements

EYFS
I can concentrate on what the teacher says even when I am busy.
I can explain the reasons for rules.
I can play cooperatively and take turns with others.
I can re-tell stories and narratives in my own words using new vocabulary.
I know where exciting things happen in my favourite stories.
I can use my new vocabulary during discussions about stories, on-fiction, rhymes and poems and during role-play.
I can say aloud a sound for each letter and at least 10 diagraphs.
I can read aloud simple sentences.
I can verbally count beyond 20
I can talk about the lives of people around me and what they do.
I can describe where I live and my school because we have talked and read about it.
I can explain why living in England is different to living somewhere else.
I can talk to you about the natural world around me.
I can share my art and music explaining the how I made it.
I can role-play a character in narratives and stories that I know or have invented.
I can create, invent, adapt and recount narratives with my friends or teacher.
I can sing a range of well-known nursery rhymes.
I can perform songs, rhymes, poems and stories with others.
Year 1
I can listen to my teacher in the classroom and ignore other voices or noises.
I can listen to instructions that tell me the order I have to do something.
I can find things out by asking how or why questions.
I can say 'I don't understand' when I am stuck.
I can sort things into groups and give each group a name.
I know what someone is describing when they give me some clues.
I can give clues about a word for someone to guess.
I can use a sentence to tell someone when I am not happy.
I can start stories using 'Once upon a time', or 'One day'.
I can talk about the things I need to do to complete a task.
I can join sentences using 'and'.
I can listen carefully when I am in a group.
I can say most speech sounds clearly.
I can say words with up to 3 syllables clearly like 'elephant'
I can blends sounds out loud to make a short word.
I can say the sounds that I hear in a word.
I can make sentences about what is happening now, what has happened and what will happen.
I can speak clearly in presentations, performances and role-plats when I have just got a bit to say.
I can ask a class visitor questions that I have already thought of.
I can talk to other people, I am becoming more confident.
I can use expressions that I hear other people use.
Year 2
I can find the most important part in a spoken question.
I can understand longer instructions when I have to do several things.
I can ask lots of different types of questions to find things out.
I can tell someone when I didn't understand something and also which part I didn't understand.
I can talk about words that look or sound the same.
I can explain things in a sentence using because or when.
I can tell stories that are easy to understand.
I can explain how I solved a problem.
I can use words like 'because' and 'when' to extend my explanations.
I can listen carefully in a group and take turns in discussion.
I can talk about what will happen next in a story or something that happened.
I can say most speech sounds clearly.
I can say words with up to 4 syllables clearly
I can make new words by taking some sounds away from a word e.g. 'feet' becomes 'eat'
I know that there are some words I only use with friends.
I can listen carefully in a group and take turns in a discussion.
I can talk to others and stay on the same topic.

What do you know? Spoken Language

I Can Statements

I can let someone else take a turn in a conversation when prompted.
I can ask questions to find out information and use information from the answers to make my response.
I can perform a simple poem from memory.
Year 3
I can listen to complex information and find the important points.
I can understand why I must follow the teachers instructions and what will happen if I do not.
I can ask relevant questions.
I can tell someone when I do not understand all the words that they have used and ask them about it.
I try to use new vocabulary in my speech.
I can give a reason for what I think in a class discussion.
I can tell stories using conjunctions and include details about who, when and where.
I can talk about why a character feels a certain way.
I can use 'before', 'after', 'while' and 'so' to make my sentences longer.
I can start a conversation with visitors and other school pupils.
I can use words to describe various feelings and find out how other people feel about the same thing.
I can say all speech sounds clearly.
I can say polysyllabic words clearly.
I try to spell words with 4 or more phonemes by listening to the sounds in the words.
I can use changes in my voice to make my meanings clearer.
I can say something about what other people think.
I can exaggerate to make my stories more exciting.
I can tell someone when I agree or disagree with their opinions.
I can developing the skill of using formal language when I am talking to adults
I can perform a poem from memory adapting my expression and tone as appropriate.
Year 4
I can listen to information, know the important parts and comment on it.
I can work out what could happen next even when the teacher has not told me.
I can ask a series of questions to hold a conversation.
I Can say when I can't remember certain words and ask for an explanation.
I can tell someone when I can't remember the right word to use. I can ask a question to help me.
I can summarise and explain my group's discussion.
I can tell exciting stories using a clear plot and good vocabulary.
I can explain things that have happened to me or other people including how I or others feel.
I can begin my explanations or start sentences with 'later, before, after, while'.
I can add to a conversation by explaining my thinking to other people.
I can discuss what might happen and why
I can say polysyllabic words clearly.
I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling.
I can talk politely and formally to school visitors.
I can take different roles in a group discussion e.g. leader or note taker.
When I talk to people I usually know how much information to give to make myself clear.
I can make my reading or talking more interesting by how I use my voice.
I can follow complicated information that someone is sharing and remember the important points.
I know lots of phrases that people my age use, I know when to use them with my friends.
I can perform poems and plays from memory conveying ideas about characters and situations by adapting my expression and tone.
Year 5
I can listen to complicated information, know the important parts and respond to it.
I can ask a variety of follow up questions to find out more about the initial answer/information given.
I can ask a specific question so that the speaker clarifies their answer.
I can use Tier 2 and Tier 3 language with growing accuracy in my academic work.
I can share information with other people so that they understand me clearly.
I can tell stories with a sub-plot.
I know how to try to persuade people when talking to them.
I can use long sentences to talk about my ideas.
I can ask questions and make helpful comments to keep a conversation going.
I can share complicated information with other people so that they can understand me clearly.
I can talk using standard English when appropriate.
I can listen carefully to others and politely agree or disagree with them.

What do you know? Spoken Language

I Can Statements

I can re-peat or re-phrase what I have said to help people to understand me.
I can use language to make people laugh.
I can perform poems and plays (including my own) from memory making careful choices about how I convey ideas. I adapt my expression and tone.
Year 6
I can listen to information from different people and compare their points of view.
I can recognise when someone does not mean exactly what they say. (hearing inference)
I can understand and use lots of different types of questions.
I can ask a specific question to work out what part of a message I do not understand.
I can use Tier 3 vocabulary in my academic speech.
I can explain, negotiate and predict possible outcomes.
I can tell a story with a sub-plot, engaging vocabulary and detail.
I can listen to other people's opinions and share mine responding appropriately to what they think.
I can use varied and interesting vocabulary to make my sentences longer in a variety of situations.
I can understand what other people mean or are trying to say even if they do not say it literally.
I can use language to discuss and agree something.
I can choose vocabulary which is appropriate to formal and informal situations.
I can use persuasive language when presenting my thoughts and ideas about topics I am learning about.
I can use lots of different types of questions to gain the information that I need.
I can summarise what other people suggest or think and make my own suitable and relevant suggestions based on this.
I can vary my language between formal and informal depending upon the conversation and the audience.
I can perform poems and plays from memory. I use appropriate volume, intonation and tone in order to portray ideas about characters, contexts and atmosphere.