

Listening Skills

Enjoy listening to longer stories and can remember much of what happens.
Can find it difficult to pay attention to more than one thing at a time.
Can start a conversation with a known adult or a friend.
Listen with increased attention to sounds.

Understand how to listen carefully and why listening is important.
Listen to and talk about stories to build familiarity and understanding.
Listen carefully to rhymes and songs, paying attention to how they sound.
Listen to and talk about selected non-fiction to develop new knowledge and vocabulary.
Listen attentively, move to and talk about music, expressing their feelings and response.

Listen and respond to what they hear when being read to, during whole class discussions and small group interactions.
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Give focused attention to what the teacher says, even when engaged in an activity.

Following Instructions

Increasingly follow rules, understanding why they are important.

Begins to show an ability to follow instructions involving two closely linked ideas or actions such as “Get your coat and wait at the door.”.
Explain the reasons for rules, know right from wrong and try to behave accordingly.

Asking & Answering Questions

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Ask questions to find out more and check they understand what has been said to them.

Respond to what they hear with relevant questions, comments and actions, including asking questions to clarify their understanding.
Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Drama, Performance & Confidence

Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.

Show more confidence in new social situations.

Create their own songs, or improvise a song around one they know.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Learn rhymes, poems and songs.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, with some ability to match the pitch, and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.

Sings a range of well-known nursery rhymes and songs.

Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Vocabulary Building & Standard English

Use a wider range of vocabulary.
Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.

Use longer sentences of four to six words.
Engage in extended conversations about stories, learning new vocabulary.
Talk about what they see, using a wide vocabulary.

Learn new vocabulary.
Use new vocabulary throughout the day.
Articulate their ideas and thoughts in well-formed sentences.
Develop social phrases.
Use new vocabulary in different contexts.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Participating in Discussion

Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
Engage in extended conversations about stories, learning new vocabulary

Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions.

Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Play with one or more other children, extending and elaborating play ideas.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Talk about what they see, using a wide range of vocabulary.

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.

Ask questions to find out more and to check they understand what has been said to them.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.

Develop social phrases.

Listen to and talk about stories to build familiarity and understanding.

Express their feelings and consider the feelings of others.

Talk about their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories.

Describe what they see, hear and feel whilst outside.

Watch and talk about dance and performance art, expressing their feelings and responses.

Speaking for a Range of Purposes

Make comments about what they have heard and ask questions to clarify their meanings.

Participate in small group, class and one-to-one discussions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Talk about the lives of the people around them and their roles in society.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Share their creations, explaining the processes they have used.

Invent, adapt and recount narratives and stories with peers and their teacher.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 1. Listen and respond appropriately to adults and their peers | <p>Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation</p> <p>Understand 2-3 part instructions that may include time concepts, for example using 'first', 'before', 'after' or 'when' e.g. 'Before you sit down you need to hang up your coat and wipe your feet.'</p> | <p>Know the key points they need to focus on in order to answer a question e.g. 'Five buses have nine passengers each but the two trains are empty. How many passengers altogether?'</p> <p><i>Understand complex 2-3 part instructions e.g. 'Choose a character from the story we have just read, then talk to your partner about how they feel at the end of the story and be ready to share your ideas.'</i></p> | <p>Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps) e.g. 'Tell your partner three facts about ... using the right words if you can and then write them down.'</p> <p><i>Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed e.g. 'Everyone needs to stop talking and listen now, otherwise we will be late for break.'</i></p> | <p>Listen to information, work out which elements are key and make relevant, related comments e.g. 'So we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister.'</p> <p><i>Infer meanings, reasons and make predictions e.g. 'Now, Class 4, I'm going to count to 10' – i.e. 'Mrs Jones is getting cross, we need to listen.'</i></p> | <p><i>Listen to complex information and identify key elements and make relevant, related comments e.g. 'Everyone needs to find a partner and then collect a kit. You will need two flasks, 100 ml of water and some food dye. You will need to take two colours for each group, but the groups can share if there are not enough to go around. Decide who's going to collect what, and if you need to share colours, and then wait until I tell you what to do next.'</i></p> <p><i>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said e.g. 'You said there was no milk left but I can see a full jug on the table. You are teasing me!'</i></p> | <p>Understand the key points made by a number of speakers and to compare different points of view</p> <p>Appreciate sarcasm when it is obvious e.g. 'My best vase, broken. Now that was really clever.'</p> |

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| 2. Ask relevant questions to extend their understanding and knowledge | <p>Ask questions to find out things using ‘how’ and ‘why’ when prompted e.g. ‘Can you think of a ‘why’ question about this story?’ – ‘Why does Harry go to the island of the monsters?’</p> <p>Be aware when they haven’t understood something and be able to say for example ‘I don’t understand’ (with no further elaboration)</p> | <p><i>Ask a range of different types of questions to find out specific information including ‘how’ and ‘why’ e.g. ‘How do we know the burglars can’t get in?’</i></p> <p><i>Recognise when a message is not clear and be able to provide some information about why e.g. ‘Can you say that again; you used too many words’ or ‘It was too fast.’</i></p> | <p><i>Ask a range of different types of questions to find out specific information including ‘how’ and ‘why’ e.g. ‘How do we know this was from Ancient Roman times?’</i></p> <p><i>Be aware of when they haven’t understood something because of the vocabulary used and ask a general clarification question e.g. ‘What does that long word mean?’</i></p> | <p><i>Able to use a series of questions to keep a conversation flowing e.g. ‘Do you like science? What do you like most about science? Have you learned about food chains yet?’</i></p> <p><i>Be aware of when they can’t remember and ask for an explanation e.g. ‘Is the author the one that writes the story and the illustrator does the pictures?’</i></p> | <p><i>Use follow up questions linked to answers that have just been given e.g. ‘When did you...?’, ‘What happened...?’, ‘Why did you...?’</i></p> <p><i>Ask a clarification question that requires the speaker to elaborate on what they have said e.g. ‘Could you explain again how that works?’</i></p> | <p>Understand and use different types of questions: open, closed, rhetorical</p> <p>Identify clearly when they haven’t understood and be specific about what additional information they need e.g. ‘So what is the difference between transparent and translucent?’</p> |

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| 3. Use relevant strategies to build their vocabulary | <p>Able to group and name members of categories and to suggest possible category names e.g. 'Horse, cow and pig are all mammals'; 'Pen, pencil and ruler are stationery'; 'Rain, snow and sunshine are types of weather.'</p> <p>Able to guess the word from clues, or give others clues using shape, size, function, etc with support e.g. 'It is long and wriggly and makes a hissing sound.'; 'It is found in the kitchen, it has a handle and a lip and you might put milk in it.'</p> | <p><i>Recognise when they haven't understood a word or words and be able to provide some information about why e.g. 'Can you say that again; you used too many words' or 'It was too fast.'</i></p> <p><i>Able to compare words by the way they look, sound or their meaning for example bare/ bear, two/to/too, and begin to comment on this e.g. 'If you had a bare bear then it wouldn't have any fur!'; 'Furious and angry mean the same thing.'</i></p> | <p><i>Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes e.g. 'The land around the arctic has no trees and is called the tundra.'</i> (Meaning 'tundra')</p> | <p><i>Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding e.g. 'What do we call a ghost again, is it a spectator or a spectre?'</i></p> | <p><i>Incorporate topic vocabulary into their written and spoken work e.g. 'Everything is made up of atoms, like solids, liquids and gases.'</i></p> | <p>Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate e.g. 'I had to co-operate really hard to get my work done.'</p> |

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| 4. Articulate and justify answers, arguments and opinions | Use language consistently to express likes and dislikes e.g. 'I don't like using sticky clay.' | <i>Use simple conjunctions to justify or explain something e.g. 'I am going to finish this picture because then I won't have to do it for homework.'</i> | <i>Give reasons and explanations for choices and viewpoints in class discussions e.g. 'I think the ending of the book is better than the ending in the film because sometimes things don't work out well for people in real life.'</i> | <i>Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan e.g. 'We decided that Jenny would go first because she's the fastest and would get us a good start.'</i> | <i>Able to use complex sentences and link by meaning to present ideas logically e.g. 'We travelled to France for our holiday and enjoyed the journey on the ferry because there was a soft play area and we were allowed to drink coke.'</i> | <i>Able to use language to negotiate with others, to explain options available and to predict possible outcomes e.g. 'I will put these maths books away if you will collect the pencils. This will be quicker.'</i> |

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | <p>Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...'</p> <p>Use language to talk through a series of steps for example for simple problem solving e.g. 'I don't have enough paint to finish my picture. I'm going to borrow some from another table.'</p> <p>Able to join sentences using 'and' e.g. 'I went shopping and I bought some apples.'</p> | <p><i>Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order e.g. 'Mum and the boy decided to go fishing. They put their things in the car. They drove to the lake. They started fishing. Mum caught a big fish and fell in the water.'</i></p> <p><i>Describe in 2-3 sentences how to solve a problem e.g. 'First I added up all the numbers. Then I worked out how many to make 50. Then I added 50 to make 100, 'cos that's the same as £1.'</i></p> <p><i>Able to use conjunctions to increase the length and grammatical complexity of sentences e.g. 'because', 'when'</i></p> | <p><i>Tell a story with a clear structure including the setting and ideas linked in different ways e.g. 'On holiday me and Dad went to the seaside. It was great because Dad helped me build a massive sandcastle which I decorated with shells and seaweed. I took a photo of it because after a while the waves started washing it away.'</i></p> <p><i>Discuss how a character may be feeling and why e.g. 'I think he might be feeling confused because he doesn't understand why his cat has died.'</i></p> <p><i>Able to use conjunctions to increase the length and grammatical complexity of sentences e.g. 'before, after, while, so'</i></p> | <p><i>Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point</i></p> <p><i>Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased e.g. 'I shouted because I was angry.'</i></p> <p><i>Able to use fronted adverbials to increase the length and grammatical complexity of sentences e.g. 'Later that day, I heard the bad news.'</i></p> | <p><i>Include a subplot in telling stories and recalling events before resolving the main storyline</i></p> <p><i>Present a point of view using persuasive language e.g. 'Please come to my party – it will be awesome! We are having a really funny clown and the biggest bouncy castle in the world.'</i></p> <p><i>Use complex sentences and conjunctions to link ideas together in order to present ideas logically e.g. 'The boy fell over in the park; however he did not need to go to hospital because his injuries were not serious.'</i></p> | <p>Tell elaborate entertaining stories which are full of detailed descriptions</p> <p>Share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think it would be a good idea to use a different colour pen so it stands out.' or 'We could strengthen the towers like this, but I think your way will work better.'</p> <p>Use long and complex sentence structures in class and other situations e.g. 'I will come with you only because it means that you will stop hassling me.'</p> |

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| 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | <p>Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity</p> | <p><i>Take turns to talk, listen and respond in two way conversations and groups</i></p> | <p><i>Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils</i></p> | <p><i>Able to sustain a conversation by giving reasons and explaining choices and views e.g. 'I think we should start sorting out these pictures so we can stick them onto the paper. If we use the Pritt stick it will be quicker than using the other glue.'</i></p> | <p><i>Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing</i></p> | <p>Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first'.</p> |

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| 7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | <p>Use language to talk self through steps required in simple problem solving e.g. 'I have to get all the Lego bricks and sort them out. I need to find all the black ones. Then I can start making this monster.'</p> | <p><i>Accurately predict what will happen in a story or retelling of an event e.g. 'I think he is going to fall into the water because he is not looking where he is going.'</i></p> | <p><i>Understand how language is used to investigate and reflect on feelings e.g. 'I feel sad because Jane is leaving. How do you feel?'</i></p> | <p><i>Able to discuss cause and effect e.g. 'If you hold the bowl still, I'll be able to pour the mixture in with two hands. That way I won't spill any of it.'</i></p> | <p><i>Able to use complex sentences and to present ideas logically e.g. 'The easiest way to get to the gym is going through the big hall which is on the left as you leave this room. Then turn right and it is the third door on the left.'</i></p> <p><i>Able to use language to persuade e.g. 'Do you want to be part of something that helps people who have lost everything? Then join my fantastic fundraising group and you can make a difference to someone's life.'</i></p> | <p>Use inference, reasoning and prediction skills e.g. 'I know you don't mean that because I have seen the other class lining up.'</p> <p>Able to negotiate an agreement explaining other options and possible outcomes e.g. 'Ok, let's try the carpet first, as most of us think that will cause most friction; but the rubber mat is quite sticky and if we are wrong then the other team will win.'</p> |

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 8. Speak audibly and fluently with an increasing command of standard English | <p>Produce speech that is clear and easy to understand, with only a few immaturities e.g. 'w' instead of 'r', 'f' instead of 'th', complex consonant blends e.g. 'sc' instead of 'scr'.</p> <p>Able to say words accurately with 3 syllables or less</p> <p>Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds</p> <p>Able to use appropriate tenses and word order e.g. 'The girl walked to school' or 'Tomorrow I will be on holiday.'</p> | <p><i>Produce speech that is consistently clear and easy to understand, with very few immaturities e.g. 'f' instead of 'th', complex consonant blends, e.g. 'sc' instead of 'scr'</i></p> <p><i>Able to say words with 4 or more syllables fairly consistently</i></p> <p><i>Able to manipulate sounds in words such as deleting sounds from words e.g. 'What word do you get if you take away the 'f' sound from 'feet'? Answer - 'eat'.</i></p> <p><i>Know that there are some terms or expressions that are only used amongst friends e.g. 'Hiya!', 'See ya later!'</i></p> | <p><i>Produce speech that is consistently clear and easy to understand</i></p> <p><i>Able to say words of any length with accuracy</i></p> <p><i>Use phonological awareness skills when spelling, although some mistakes may still be made</i></p> <p><i>Able to signal punctuation and emphasise meaning through the use of intonation e.g. pausing to divide speech into intelligible 'chunks' of meaning</i></p> | <p><i>Produce speech that is consistently clear and easy to understand</i></p> <p><i>Able to say words of any length with accuracy</i></p> <p><i>Secure phonological awareness skills</i></p> <p><i>Use formal language when appropriate in some familiar situations e.g. showing a visitor around school, using language such as 'Excuse me', 'I'm pleased to meet you' and speaking in full sentences</i></p> | <p><i>Produce speech that is consistently clear and easy to understand</i></p> <p><i>Able to say words of any length with accuracy</i></p> <p><i>Secure phonological awareness skills</i></p> <p><i>Use appropriately different words and phrases, from how people in that area normally talk, and standard English e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done.'</i></p> | <p>Produce speech that is consistently clear and easy to understand</p> <p>Able to say words of any length with accuracy</p> <p>Secure phonological awareness skills</p> <p>Able to re-phrase what they want to say according to the audience e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</p> |

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| 9. Participate in discussions, presentations, performances, role play, improvisations and debates | Remember their words and speak clearly in short presentations, performances and role play | <i>Take turns to talk, listen and respond in two way conversations and groups</i> | <i>Respond to the opinions of others in the group e.g. 'Everyone on my table thinks the boy made the right choice. I agree with them.'</i> | <i>Able to take on group roles to discuss with peers e.g. able to act as the chairperson or the note taker in a group.</i> | <p><i>Able to take turns, listening carefully to others and politely agreeing or disagreeing with them</i></p> <p><i>Able to present a point of view by presenting evidence and using persuasive language with familiar topics e.g. 'I think we could all go out in the snow because we all have boots, coats, gloves and hats and if we get some fresh air now we will be able to concentrate better on our work when we come back.'</i></p> | <p>Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</p> <p>Able to present a point of view by presenting evidence and using persuasive language with academic topics e.g. 'If we all recycled more, we wouldn't need to use as much energy to make new things, so it would be better for the planet.'</p> |

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| 10. Gain, maintain and monitor the interest of the listener(s) | Able to initiate a conversation with a class visitor by using prepared questions | <p><i>Usually able to keep to topic in a conversation</i></p> <p><i>Can be easily prompted to move on if they are talking too much</i></p> | <p><i>Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupil</i></p> <p><i>Exaggerate to make a story more interesting e.g. 'I was so tired I could have slept for a week!'</i></p> | <p><i>Add or omit detail according to how much is already known by the listener e.g. 'Peter was in big trouble last evening when he didn't put Munchkin, that's our pet rabbit, away.'</i></p> <p><i>Use intonation to give added emphasis e.g. 'Helpful?', she cried, 'You must be joking!'</i></p> | <p><i>Realise when the listener doesn't fully understand and try to help them</i></p> <p><i>Is able to use humour effectively</i></p> | <p>Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</p> <p>Sophisticated use of questions to help conversation flow</p> |

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others | Respond to points of interest when listening to contributions of others e.g. 'Oh I have been to Brighton Pier as well. Did you go on the helter-skelter?' | Ask lots of questions to find out information and respond appropriately to the answers e.g. 'It is called evaporation? OK, then the answer is that the water will evaporate when it is heated up.' | Able to understand another's point of view and show whether they agree or disagree e.g. 'I know why you think the boy is naughty but I don't think he did it on purpose.' | Able to identify and reflect on key points of what they have just been told e.g. 'So our flag is called the Union flag and not the Union Jack. The flag pole is the jack, they always call it that on the TV.' | Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said e.g. 'Are we going to Disneyland? You said there would be a brilliant surprise and you keep smiling and looking at Dad.' | Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise e.g. 'I think we should all go swimming first but make sure you have enough money for the bus fare home.' |

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 12. Select and use appropriate registers for effective communication | <p>Imitate popular language e.g. 'It's cool', 'Hey mate!', or 'Have you seen James Bond? It's wicked.'</p> | <p><i>Know that there are some terms or expressions that are only used amongst friends e.g. 'in your face', 'wicked' and 'yeah right' with friends but not teachers</i></p> | <p><i>Aware of the need to use more formal language with adults e.g. 'Please could I have another pencil?' (to the teacher) or 'Give me/pass me another pencil (to a peer).'</i></p> | <p><i>Understand and use popular colloquial expressions e.g. 'That's sick!'</i></p> | <p><i>Use appropriately different words and phrases, from how people in that area normally talk, and standard English e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done</i></p> | <p>Able to re-phrase what they want to say according to the audience e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</p> |