



Year 3 Spoken Language Concept Map

| Spoken Language Key Concepts | | | | | |
|---|---|--|---|-----------------------|------------------------------|
| Listening and responding appropriately | Ask and answer questions | Speaking clearly for a range of purposes and audiences | Using vocabulary and using Standard English | Drama and performance | Participating in discussions |
| Listening and responding appropriately | <ul style="list-style-type: none">Follow instructions in a range of unfamiliar situations.Recognise when it is needed and ask for specific additional information to clarify instructions.Listen and respond to others making connected comments and begin to extend the points made by others.Explore and imagine feelings within both story and real life settings.Express views and feelings and confidently speculate on a range of possible outcomes.Explain ideas in a manner appropriate to the listener.Listen to others' views and preferences, agree next steps to take, and consider alternatives.Understand the meaning of some phrases beyond the literal interpretation. | | | | |
| Ask and answer questions | <ul style="list-style-type: none">Ask questions that relate to what has been heard or what was presented to them.Begin to offer support for their answers to questions with justifiable reasoning.Ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc. | | | | |
| Speaking clearly for a range of purposes and audiences | <ul style="list-style-type: none">Organise what they want to say so that it has a clear purpose.Begin to give descriptions, recounts and narrative retellings with added details to engage listeners, knowing when to add detail and when to leave it out.Express personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts.Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.With support, make more formal language choices when speaking to visitors and staff in school.Use verbs with irregular endings.Use a mixture of sentence lengths to add interest to discussions and explanations. | | | | |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Use intonation to emphasise grammar and punctuation when reading aloud. • Bring stories to life with expression and intonation. |
| Using vocabulary and using Standard English | <ul style="list-style-type: none"> • Use vocabulary that is appropriate to the topic and/or the audience. • Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. • Discuss topics that are unfamiliar to their own direct experience. • Use newly introduced topic words and more adventurous vocabulary appropriately. • Speak clearly using more sophisticated language to explain, justify and relay information. • Use time, size and other measurements to quantify. |
| Drama and performance | <ul style="list-style-type: none"> • Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. • Speak regularly in front of large and small audiences. • Participate, create and sustain role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. |
| Participating in discussions | <ul style="list-style-type: none"> • Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. • Take account of the viewpoints of others when participating in discussions. • Keep talk purposeful and stay on topic, and begins to use gestures and intonation to further meaning. • Present and structure information in different ways. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative. |