Kew Woods Primary School

Year 4 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	• Follow complex directions/multi-step instructions without the need for repetition. • Listen to others, work out which information is important and make relevant and related comments. • Make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). • Recognise when the listener is losing interest and will use intonation and expression to engage interest. • Explain ideas in a manner appropriate to the listener. • Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.
Ask and answer questions	• Generate relevant questions to ask a specific speaker/audience in response to what has been said. • Regularly offer answers that are supported with justifiable reasoning. • Begin to recognise the difference between open and closed questions and start to demonstrate that they can use/apply these appropriately.
Speaking clearly for a range of purposes and audiences	• Give descriptions, recounts and narrative retellings with specific details to actively engage listeners. • Debate issues and make their opinions on topics clear. • Adapt their ideas in response to new information. • Present information or personal feelings in a structured way, with key ideas highlighted. • Articulate and justify opinion on a character, event or situation in response to a question or prompt. • In familiar situations, recognise for themselves when to use formal language. • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. • Bring stories to life with expression and intonation.

Using vocabulary and using Standard English	• Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech, which are appropriate to the topic and audience. • Know and use language that is acceptable in formal and informal situations with increasing confidence. • Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. • Use a wider range of verbs and adverbs within their everyday and more formal speech and begin to understand the effect. • Speak clearly and fluently about a range of events. • Use complex sentences to communicate clearly and explain further. • Use time, size and other measurements to quantify.
Drama and performance	• Use intonation when reading aloud to emphasise punctuation. • Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. • Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character, showing an understanding of the character through speech (content, style, intonation and expression), gesture and movement. • Discuss the language choices of other speakers and how this may vary in different situations.
Participating in discussions	• Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. • Engage in meaningful discussions in all areas of the curriculum. • Present information in a structured way use specific vocabulary. • Adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures. • Respectfully challenge opinions or points, offering an alternative.