



Year 6 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">• Make improvements based on constructive feedback on their listening skills.• Follow complex directions/multi-step instructions without the need for repetition.• Use a wide range of vocabulary (<i>cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</i>) to speculate about possible outcomes in narrative and real life situations.• Begin to vary delivery and tone to convey meaning and to match to the needs of the audience.• Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.				
Ask and answer questions	<ul style="list-style-type: none">• Regularly ask relevant questions to extend their understanding and knowledge and to suit different situations.• Articulate and justify answers with confidence in a range of situations.				
Speaking clearly for a range of purposes and audiences	<ul style="list-style-type: none">• Communicate confidently across a range of contexts and to a range of audiences.• Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others.• Give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.• Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.• Adapt the structure of talk in ways which support meaning and show attention to the listener.• Adapt language style and register to suit the purpose in a range of situations.				

Using vocabulary and using Standard English	<ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary. • Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. • Speak audibly, fluently and with a full command of Standard English in all situations. • Use a broad, deep and rich vocabulary to discuss abstract concepts. • Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect. • Use complex sentence structures including a wide range of phrases that include determiners, modifiers and other techniques with confidence and is fluent and clear in a wide range of situations to add extra interest and clarity. • Explain the meaning of words, offering alternatives.
Drama and performance	<ul style="list-style-type: none"> • Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). • Gain, maintain and monitor the interest of the listener(s). • Select and use appropriate registers for effective communication. • Demonstrate the ability to adapt a character to different scenarios and is able to sustain a role effectively.
Participating in discussions	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. • Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. • Offer an alternative explanation when other participant(s) do not understand. • Structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect). • Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points.