

Key Learning in Spoken Language: Year 2

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> ▪ Sustain concentration and listen to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Respond appropriately to adults after listening with sustained concentration. ▪ Respond appropriately to peers after listening with sustained concentration. ▪ Respond appropriately to questions posed by an adult and peers, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, e.g. <i>Why did the character behave that way?</i> ▪ Ask a range of appropriate questions to clarify thinking related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking. ▪ Take turns when speaking with adults and peers, working with pairs, small groups, large groups, as a whole class, and respond appropriately to contributions from others. ▪ Provide oral explanations, e.g. <i>explaining a simple process using the joining words because, when, if, so.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Speak in complete sentences in a range of different contexts. ▪ Use <i>past tense, present tense and future tense mostly accurately</i>, e.g. <i>past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an audience, and future tense when making a prediction in science.</i> ▪ Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, non-fiction, poetry and across the curriculum.</i> ▪ Describe settings orally using vocabulary provided, and modelled by an adult and selected from a text. ▪ Describe characters orally using vocabulary provided, and modelled by an adult and selected from a text. ▪ Describe feelings orally using vocabulary provided, and modelled by an adult, and selected from a text, e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Orally retell a range of stories using various strategies, e.g. <i>props, images, actions and story maps.</i> ▪ Orally retell non-fiction texts, or sections of non-fiction texts (instructions, non-chronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> ▪ Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze framing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events.</i> ▪ Take part in imaginative roleplay, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of an explorer in history.</i>

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	<ul style="list-style-type: none">▪ Speak audibly when communicating with others in pairs, groups and whole class.			<ul style="list-style-type: none">▪ Learn and recite a range of poems by heart and perform to an audience, e.g. <i>different groups, another class, whole school</i>.▪ Prepare stories to perform using an appropriate volume and begin to show variations in the voice to engage an audience.▪ Begin to use non-verbal gestures whilst presenting and performing to gain the audience's interest, e.g. <i>using hands, face or other parts of the body</i>.
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