

Endpoints for English

Year 5 Speaking and Listening



What I know and can explain
Listening
I can listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking.
I can begin to understand ambiguity and how statements could be interpreted in different ways.
Questioning
I can pose increasingly thoughtful questions to both my peers and adults.
I can identify clearly when I haven't understood and be specific about what additional information need.
Vocabulary
I can use a range of words related to time and measure.
I can use a wide range of verbs to express my thoughts and explain cause/effect.
I can evaluate the effectiveness of their own and others' word choices. E.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates.
I can use Tier 2 and 3 vocabulary to enhance my ideas.
Justify: answers, argument, opinion
I can articulate clearly and justify more complex opinions and answers about a character, event or situation.
Describe events and express feelings
I can presents information or personal feelings coherently selecting memorable details including specific vocabulary.
Discuss with a group
I can stay on topic and I am beginning to be more selective about how much and which details to include in order to keep the listener interested.
I can keep conversations going with a range of people in different situation.

What I know and can explain
Talk to embed understanding
I can use a growing range of vocabulary to speculate, hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect.
Speak audibly and fluently
I can use intonation linked to grammar.
I can use complex grammar and sentence structure.
I can begin to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc.
Public speaking, debating and performing
I can develop a role and understand that the character will respond differently and display different 'sides' to them depending on the situation.
I can present information clearly, using an introduction, relevant ideas and a conclusion.
I can ensure vocabulary is well-chosen and specific.
I can understand the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab listener's attention.
I can add/remove detail depending on information known about the listener.
Maintain listeners' interest
I can understand the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab listener's attention.
I can add/remove detail depending on information known about the listener.
Evaluate others' viewpoint
I can interpret and respond to different viewpoints by making relevant comments that build on the contributions of others.
Use appropriate registers
I can select the appropriate register in familiar situation e.g. when collaborating with my peers in a lesson, without direct adult supervision.
I can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.