A Year 1 pupil will:	A Year 2 pupil will:
Physical • To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground. • To speak clearly and confidently in a range of contexts.	**Physical** • To start to use gesture to support the delivery of ideas. E.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. • Begins to deliberately vary tone of voice in order to convey meaning. E.g. retelling stories and experiences.
Linguistic • To use vocabulary appropriate and specific to the topic/person they are speaking about/to. • To take opportunities to try out new language, even if not always used correctly. • To use sentence stems to link other's ideas in group discussion. E.g. 'I agree with… because". • To use conjunctions to organise and sequence ideas. E.g. Firstly secondly.	**Linguistic** • To adapt how they speak in different situations according to audience E.g. formal/informal. • To use sentence stems to signal when they are building on or challenging others ideas.
Cognitive • To recognise when they haven't understood something and asks a questions to help with this. • To disagree with someone else's opinion politely. • To explain ideas and events in chronological order *(using conjunctions- see linguistic).* • To offer reasons for their opinions.	**Cognitive** • To ask questions to find out more about a subject. • To build on others' ideas in discussions. • To make connections between what has been said and their own and others experiences.
Social and emotional • Listens to others and is willing to change their mind based on what they have heard. • To organise group discussions independently of an adult.	**Social and emotional** • To start to develop an awareness of audiences. E.g. what might interest a certain group. • To be aware of others who have not spoken and to invite them into discussion. • Confident delivery of short pre-prepared material. • Demonstrate active listening E.g. nodding to show agreement.

Taken from the Lantern Trust progression of skills