Year Group	Milestone 1: Listening & Attention	Milestone 2: Vocabulary & Language	Milestone 3: Social & Emotional (Interaction)	Milestone 4: Reasoning & Explanation	Milestone 5: Physical & Performance
Nursery (3yo)	Can sustain focus on a "story basket" or prop-led narrative for 5 mins.	Uses prepositions (under, on top, behind) to describe positions in play.	Starts a conversation with a peer and stays on topic for a turn or two.	Uses "Why?" repeatedly to understand the world (The "Inquiry" phase).	Can join in with the "echo" of a refrain in a whole-class rhyme.
Reception	**(DfE Focus):** Listens to stories and anticipates key events with comments.	Uses newly learned vocabulary to name and describe the natural world.	Follows "Good Listening" rules (looking at the speaker, staying still).	Can clarify a "Thinking Process" (e.g., "I used the blue block because...").	Articulates most sounds clearly; can perform for a familiar audience.
Year 1	Can follow a three-step instruction without visual cues.	Uses conjunctions (and, but, so) to link ideas in spoken sentences.	Practice "Active Listening" by nodding or reacting to a peer's story.	Retells a narrative in the correct chronological order using time markers.	Uses "The 4 Ps": Projection, Pace, Pause, and Pronunciation (Introductory).
Year 2	Identifies the main "learning point" in a teacher's explanation.	Uses specific adjectives to describe character emotions in literacy.	Can take part in a "Talk Assembly" using a talking object to manage turns.	Explains a "How" process (e.g., how to wash hands) with clarity.	Speaks with varying intonation to show meaning (e.g., an exclamation).
Year 3	Recalls and explains the meaning of a peer's contribution to a task.	**(Ofsted Focus):** Uses subject-specific Tier 3 words (e.g., "sedimentary").	Builds on others' ideas using "I would like to add to what [Name] said."	Formulates "What if?" questions to explore hypothetical scenarios.	Matches gestures to the content of a speech or presentation.
Year 4	Listens for "clues" in a speaker's tone to identify their point of view.	Uses "Fronted Adverbials" in speech to indicate time or place.	Can summarize a group's consensus at the end of a discussion.	Distinguishes between a "fact" and an "opinion" when speaking.	Maintains appropriate eye contact with different parts of the room.
Year 5	Interrogates a speaker's argument by identifying gaps in evidence.	Uses "Modal Verbs" (might, should, could) to show degrees of certainty.	Negotiates roles within a group (e.g., Chair, Scribe, Timekeeper).	Can provide a multi-step justification for a complex moral choice.	Uses rhetorical questions to engage an audience in a presentation.
Year 6	**Ofsted Focus):** Evaluates the effectiveness of a speaker's delivery.	Deploys sophisticated Tier 3 vocabulary with total precision.	Can "agree to disagree" politely using formal linguistic structures.	Can "agree to disagree" politely using formal linguistic structures.	Delivers a 2-minute "Keynote" speech with no more than 3 cue cards.

Luttons