Language Development: age 12 - 14 years

Language area	Established skill	Emerging skill
Understanding	Can understand complex instructions with many parts including those given out of order, *e.g.* **Before you get your PE kit, please write your name on your book and hand it in.** Can understand most key concepts used for instruction and learning, e.g. **before, after, unless, neither/nor, instead, until**. Can 'read between the lines' to infer meaning with some help, e.g. *That is where Rory sits (e.g. to request the person does not sit there).* Can understand instructions involving inclusion and exclusion including words, e.g. **all, except, neither, nor, either, or.** Can understand a growing range of idioms, proverbs, metaphors verbally and in text. Can use context to interpret meaning of words with more than one meaning, e.g. face, bank, etc. Understands sarcasm but relies on tone of voice and facial expression.	Continuing to refine understanding of instructions involving complex concepts, *e.g. facing, third from the left, diagonally opposite etc.* Starting to infer implied meaning in speaking and writing independently. Continuing to develop understanding of idiomatic language in speaking and writing. Starting to use and explain multiple meanings of words. Beginning to use sarcasm widely and appropriately with peers, e.g. *'Yeah because he's a genius!'*
Spoken Language	Uses long complex sentences with 7 – 12 words or more. Rarely makes any grammatical errors and can explain grammatical rules. Talking and writing show cohesion by use of subordinate clauses linked with conjuctions, e.g. **after, once, although, even if, unless, while, whenever.** Uses a wide range of verbs to express thoughts, ideas and opinions, e.g. *I wonder why.. I think that's a bad idea because..* Uses language to explain reasoning, persuade and challenge and defend a viewpoint.	Continues to develop greater cohesion in speaking and writing. Starting to use cohesive devices when writing and speaking in different genres, e.g. persuasive, explanatory, narrative, & instructional language. Beginning to adapt style of talking depending on audience, e.g. formal vs informal language.

Vocabulary	Can understand and use verbs that refer to learning, e.g. *Interpret, explain, discuss, predict, identify, outline, evaluate, estimate, summarise, etc.* *Can* understand abstract nouns within text, e.g. *loyalty, discipline, etc.* Can learn new topic vocabulary easily and ask the meaning of unfamiliar words. Uses complex vocabulary in speaking and writing.	Beginning to define abstract words clearly.
Social Language	Conversation with peers increases in frequency and quality e.g. better turn-taking, making supportive comments, asking others for opinions, giving verbal/non-verbal feedback. Can understand thoughts and feelings of others and uses negotiation to resolve conflict. Can monitor listener's reaction in conversation and responds appropriately, e.g. providing clarification, adding information, etc. Can produce structured detailed stories in speaking and writing. Can use language effectively for explanation, instruction and persuasion.	Beginning to use narrative to entertain. Starting to use compromise to reach agreement. Beginning to give detailed explanation of rules and summarise key ideas in discussion. Beginning to focus on needs and interests of the listener to persuade/debate, e.g. *Uses a variety of counter-arguments to defend their views.* Starting to use slang with peers.
Vocabulary	Can understand and use verbs that refer to learning,	Beginning to define abstract words