

## Language Development: age 9 - 11 years

Language area	Established skill	Emerging skill
<b>Understanding</b>	<p>Can make simple inferences based on context and language.</p> <p>Understands that stress and intonation convey information and can affect meaning, e.g. <i>'I don't think so' ... means don't do it!</i></p> <p>Understands and enjoys simple jokes.</p> <p>Understands different types of questions, e.g.  <i>Open - 'What did you learn about the Greeks last year?'</i>  <i>Closed - 'Did you do the Greeks last year as a topic?'</i></p> <p>Understands simple figures of speech and can identify idioms even when the meaning is not understood, e.g. <i>'Don't make a pig of yourself'</i></p>	<p>Starting to understand sarcasm when tone and facial expression is exaggerated.</p> <p>Beginning to understand rhetorical questions, e.g. <i>'Wasn't the Greeks a good topic?'</i></p>
<b>Spoken Language</b>	<p>Uses a wide range of verbs to express thoughts, opinions and ideas, e.g. <i>'I think that's a bad idea!'</i>  <i>'If I mix it you'll be able to put it in the oven.'</i>  <i>'I wonder what would happen if....'</i></p> <p>Uses more complex connectives to join ideas, e.g. <b>meanwhile, therefore, yet.</b></p> <p>Can produce long well structured, sentences (7 - 11+ words).</p> <p>Can give clear explanations, e.g. rules of a game or instructions to follow.</p>	<p>Starting to be able to explain the rules of grammar.</p> <p>Beginning to include lots of detail and subplots when retelling events and stories.</p>
<b>Vocabulary</b>	<p>Uses a wide range of complex words in talking.</p> <p>Provide clear definitions of words, e.g. <i>'Collaborate means to work together well.'</i></p> <p>Understands words that have more than one meaning, e.g. <i>bank (where you keep your money or the side of a river).</i></p>	<p>Starting to learn new topic related vocabulary more quickly.</p>

<p><b>Social Language</b></p>	<p>Uses language for an expanded range of purposes e.g. arguing, criticising, complimenting and negotiating.</p> <p>Has an awareness of what the listener already knows and what needs further explanation, e.g. <i>'You know Uncle Billy, <u>Joe's parrot</u>, well he flew up the top of the wardrobe and Joe couldn't get him down.'</i></p>	<p>Beginning to monitor the listener's reaction and adjust language accordingly, e.g. <i>providing more explanation or details when listener does not understand</i></p> <p>Starting to use negotiation to resolve conflicts.</p> <p>Becoming aware of different speaking styles and sometimes adjusting style for audience, e.g. talking to Mum vs Head teacher.</p>
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