



West Park School Progression Map in Spoken Language

EYFS	<i>Birth to three- Prime Areas</i>	<i>Three to four- Prime Areas</i>	<i>Children in Reception- Prime Areas</i>
	<p><i>Communication and Language</i></p> <p>Turn towards familiar sounds.</p> <ul style="list-style-type: none"> • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. <ul style="list-style-type: none"> • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate. <ul style="list-style-type: none"> • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Understand single words in context – 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. 	<p><i>Communication and Language</i></p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. <ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. <ul style="list-style-type: none"> • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<p><i>Communication and Language</i></p> <p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <ul style="list-style-type: none"> • Develop social phrases. • Engage in story times. <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. <ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

- Make themselves understood, and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'
- Listen to simple stories and understand what is happening, with the help of the pictures.

National Curriculum for Speaking and Listening:
Y1-6

- Pupils should be taught to:*
1. listen and respond appropriately to adults and their peers
 2. ask relevant questions to extend their understanding and knowledge
 3. use relevant strategies to build their vocabulary
 4. articulate and justify answers, arguments and opinions
 5. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 6. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 7. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 8. speak audibly and fluently with an increasing command of Standard English
 9. participate in discussions, presentations, performances, role play, improvisations and debates (see policy 2)
 10. gain, maintain and monitor the interest of the listener(s)
 11. consider and evaluate different viewpoints, attending to and building on the contributions of others
 12. select and use appropriate registers for effective communication.

Progression in Spoken Language from Year 1 – Year 6

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1- Listen and respond appropriately to adults and their peers					
<p>Begins to listen and respond appropriately to familiar adults and their peers.</p> <p>Looks at the person speaking. Answers questions: 'Yes, that's my favourite too.' May need encouraging to expand on their answers, for example after nodding or replying with a single word response.</p>	<p>Begins to listen and respond appropriately to a wider range of adults and their peers.</p> <p>Looks at the person speaking. Understands how to answer questions in full sentences. 'Yes, I like that character too.'</p>	<p>Frequently listens and responds appropriately to adults and their peers.</p> <p>Maintains eye contact stopping anything else they may have been doing. Responds politely to questions and offers examples to questions, such as qualifying with because: 'Yes, I like that character because...'</p>	<p>Frequently listens and responds appropriately to adults and their peers.</p> <p>Maintains eye contact stopping anything else they may have been doing. Responds politely to questions and offers examples to questions: 'Yes, I like that character too. Mainly because of...'</p>	<p>Can listen and respond appropriately to adults and their peers.</p> <p>Listens actively maintaining eye contact. Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</p>	<p>Can listen and respond appropriately to adults and their peers.</p> <p>Listens actively maintaining eye contact. Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'. Uses gesture and body language (e.g. nodding) to show their engagement.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2. Ask relevant questions to extend their understanding and knowledge					
<p>Begins to ask relevant questions to extend their understanding and knowledge.</p> <p>'I don't understand x, can you help me?'</p>	<p>Begins to ask relevant questions to extend their understanding and knowledge.</p> <p>'I don't understand x, can you help me?' 'I've finished, what should I do now?' 'Is this right?'</p>	<p>Frequently asks relevant questions to extend their understanding and knowledge. Such as seeking to clarify knowledge:</p> <p>'Is this an example of a traditional tale?'</p>	<p>Frequently asks relevant questions to extend their understanding and knowledge. Such as seeking to clarify knowledge</p> <p>'Is this an example of a traditional tale?'</p>	<p>Can ask relevant questions to extend their understanding and knowledge.</p> <p>Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?' 'Do you think this is similar to when we found out about...?'</p>	<p>Can ask relevant questions to extend their understanding and knowledge.</p> <p>Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?' 'Do you think this is similar to when we found out about...?'</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3. Use relevant strategies to build their vocabulary					
<p>Begins to use relevant strategies to build their vocabulary.</p> <p>Uses classroom and personal word banks. Begins to apply what has been learned, for example when a word begins with un- it's meaning is the opposite of the root word; words that end in -ed are likely to be verbs.</p>	<p>Begins to use relevant strategies to build their vocabulary.</p> <p>Uses classroom and personal word banks, and dictionaries. Begins to apply what has been learned, for example knowing that the suffixes -er and -est build comparative adjectives.</p>	<p>Frequently uses relevant strategies to build their vocabulary.</p> <p>Uses word banks, dictionaries and thesauruses. Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher</p>	<p>Frequently uses relevant strategies to build their vocabulary.</p> <p>Uses word banks, dictionaries and thesauruses with growing confidence. Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.</p>	<p>Can use relevant strategies to build their vocabulary.</p> <p>Uses dictionaries and thesauruses with increasing effectiveness. Uses relevant strategies such as their knowledge of prefixes to work out the meaning of words.</p>	<p>Can use relevant strategies to build their vocabulary.</p> <p>Uses dictionaries and thesauruses effectively. Makes links between words using morphological and etymological knowledge. E.g. 'I know chrono comes from Greek and it means time. I can assume chronologically means in time order'</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
4. Articulate and justify answers, arguments and opinions					
<p>Begins to articulate and justify answers, arguments and opinions.</p> <p>Begins to use 'because' to make simple justifications drawing on personal experiences. 'I like dogs because my Nan has one'. Begins to disagree politely. E.g. maintains a polite tone of voice.</p>	<p>Begins to articulate and justify answers, arguments and opinions.</p> <p>Uses 'because' to make simple justifications. Draws on personal experiences and opinions. 'I like this book [about zoos] because I like animals'. Uses sentence stems to support polite disagreement e.g. That's interesting but I think...</p>	<p>Frequently articulates and justifies answers, arguments and opinions.</p> <p>Uses 'because' and the immediate evidence to support answers, arguments and opinions. E.g. 'I think zoos are cruel because in this book it says...' Begins to offer opinions that aren't their own. This could be through role play.</p>	<p>Frequently articulates and justifies answers, arguments and opinions.</p> <p>Uses 'because' and immediate evidence to support answers, arguments and opinions. E.g. I think zoos are cruel because in this book it says... Is able to present an opinion that is not their own after planning work and discussion with their peers/ the teacher.</p>	<p>Can articulate and justify answers, arguments and opinions.</p> <p>Uses generalised evidence to support their point of view rather than a wholly personal response. E.g. Some people would argue that... It's my opinion and that of several others that...</p>	<p>Can articulate and justify answers, arguments and opinions.</p> <p>Uses evidence from a range of sources e.g. (generalised knowledge and personal opinion) to justify their answers. This may take the form of several points E.g. 'Some people would argue that... In this book it says... Furthermore, this video shows that... Therefore, I think...'</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings					
<p>Begins to give wellstructured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Use story maps to recall events. Use simple adverbials of time to order events (e.g. first, next, after that). Express their own feelings using some simple emotional language.</p>	<p>Begins to give wellstructured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Use graphic organisers to support talk for different purposes (e.g. timelines to retell chronological events). Use simple conjunctions to support descriptions, explanations & narratives (e.g. and, but, so, because, if). Use an increasing range of emotional language to describe their own and others' feelings (synonyms for simple emotional language).</p>	<p>Frequently gives wellstructured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Organises related information using graphic organisers such as spider diagrams and mind maps to help. Begins to summarise the main points.</p>	<p>Frequently gives wellstructured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Organises related information and links it logically, e.g. with adverbials of where, when, how and how many. Summarises the main points.</p>	<p>Can give wellstructured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Uses personal notes to help them recall and describe key events and descriptions. Thinks carefully about how ideas are linked together to create cohesion across and within sections. May use planning templates to help them do this</p>	<p>Can give wellstructured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Can share a complex narrative for example, multiple characters, several events or a nonchronological structure. Can talk in detail about topics. For example, including many points that are linked cohesively.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments					
<p>Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Responds to questions and comments when prompted. Takes turns as directed in group or whole class discussions.</p>	<p>Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Understands the need to take turns. Uses signals such as a raised hand to show their intention to contribute in a class discussion. May need to use sentence starters or other classroom prompts to help with their responses</p>	<p>Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Appreciates the need to take turns. Uses prompts and sentence starters to encourage other children to participate.</p>	<p>Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Participates in group and whole class discussions. Ask questions of other children</p>	<p>Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Understands how to encourage conversation in others. Participates enthusiastically. Begins to take different roles in group discussions (e.g. chairperson, scribe, summariser).</p>	<p>Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Can take different roles in group discussions (e.g. chairperson, scribe, summariser). Builds on the contributions of others</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas					
<p>Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Takes a personal approach: 'I think...'</p> <p><i>Uses role play including classroom areas such as the home corner; to imagine and explore ideas.</i></p>	<p>begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Takes a personal approach: 'I think... ' or after group work: 'We think... ' uses props such as small world figures and puppets to explore and imagine ideas.</p>	<p>Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Conditional clauses may be used to support speculation, e.g. 'If x happens...'</p>	<p>Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Begins to make generalised speculations as well as personal ones: 'Some people think...'</p> <p>Conditional clauses may be used to support speculation 'If x happens...'</p>	<p>Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Uses generalisers: 'some people think... ' or 'it could be possible to...'</p> <p>Employs modals and adverbs of possibility to speculate 'it may be... perhaps it could... ' alongside a range of conditional clauses to support abstract thinking.</p>	<p>Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Uses generalisers: 'some people think... ' or 'it could be possible to...'</p> <p>Employs modals and adverbs of possibility to speculate 'it may be... perhaps it could... ' alongside a range of conditional clauses to support abstract thinking.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
8. Speak audibly and fluently with an increasing command of Standard English					
<p>Begins to speak audibly and fluently with an increasing command of Standard English.</p> <p>Uses a louder voice when addressing the class. There may be limited control, e.g. shouting. Speaks more quietly in 1:1 and group</p>	<p>Begins to speak audibly and fluently with an increasing command of Standard English.</p> <p>Uses a louder voice when addressing the class or in a whole school assembly. There may be limited control, e.g. shouting. Speaks more</p>	<p>Frequently speaks audibly and fluently with an increasing command of Standard English.</p> <p>Can control their volume to meet the level required for the interaction. Speaks at a measured pace. Chooses the correct determiner</p>	<p>Frequently speaks audibly and fluently with an increasing command of Standard English.</p> <p>Can control their volume to meet the level required for the interaction. Most subject and verb choices agree. (e.g. was/were; did/done).</p>	<p>Can speak audibly and fluently with an increasing command of Standard English.</p> <p>Enunciates clearly. Varies pace for effect (E.g. Speaking faster to show excitement or action; slowing their pace to deliver complex</p>	<p>Can speak audibly and fluently with an increasing command of Standard English.</p> <p>Enunciates clearly. Uses Standard English routinely when addressing an audience. This includes using formal features of</p>

settings. Makes eye contact with the other children in the group. Speaks in full sentences rather than f	quietly in 1:1 and group settings. Makes eye contact with the other children in the group. Speaks in grammatically sound sentences (e.g. 'We went to town'. Rather than 'We went town').	depending on the starting letter of the following word (an apple; a bat).		information). Uses Standard English routinely when addressing an audience.	Standard English such as the subjunctive form for highly formal interactions.
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9. Participate in discussions, presentations, performances, role play, improvisations and debates (see policy 2)					
<p>Begins to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Use the learning environment and equipment to role play and improvise. E.g the home corner and small world figures. Joins in with discussions led by an adult</p> <p>Engage in imaginative play, representing simple characters and situations in everyday speech, gesture or movement.</p> <p>Talk to the class about matters of particular, personal interest.</p> <p>To speak in front of larger audiences, in a class assembly.</p>	<p>Begins to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Present their work to the rest of the class. Participate in short plays and performances. Creates improvisations, for example to explore how a character was feeling in a story.</p> <p>Extend their experience and ideas, more independently adapting speech, gesture or movement to simple roles and different scenarios.</p> <p>Present ideas, results and findings to the class/ wider audience</p>	<p>Frequently participates in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Memorise and deliver lines in a performance or play.</p> <p>Use understanding of characters or situations to adapt speech, gesture or movement to create believable roles and scenarios.</p> <p>Read aloud written work, independently, in pairs and in small groups.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>Frequently participates in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Structure their ideas so that they can debate their point of view clearly and coherently. Deliver lines in a performance or play effectively.</p> <p>Choose specific dialogue, gesture and movement for characterisation and different situations. Make a presentation to the class on a topic of interest, independently, in pairs or small groups.</p> <p>To practise and rehearse sentences stories and poems , gaining feedback on their</p>	<p>Can participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Prepare for debates by thinking about the opposing views as well as their own arguments.</p> <p>Deliberately choose speech (including intonation, volume and expression) movement and gesture to enhance a performance and appeal to an audience, though this may not be sustained.</p> <p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p>	<p>Can participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Understands the different purposes of these activities and can adapt their spoken language use to suit each outcome. E.g which tasks require formal/informal language structures</p> <p>Deliberately choose specific dialogue, gesture and movement in different roles and scenarios to engage an audience and make the meaning clear.</p> <p>To select and use appropriate registers for effective communication.</p>

To know when it is their turn to speak in a small group presentation or play performance			performance from teachers and peers To take on a specific role in role-play/drama activities and participate in focused discussion	To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role)
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
10. Gain, maintain and monitor the interest of the listener(s)					
<p>Begins to gain, maintain and monitor the interest of the listener(s).</p> <p>Prepares for addressing a listener by rehearsing what they say. More often when speaking to a small group.</p>	<p>. Begins to gain, maintain and monitor the interest of the listener(s).</p> <p>Uses artefacts and objects to support their talk. For example, bringing a special item to share before describing it in Show and Tell activities.</p>	<p>Frequently gains, maintains and monitors the interest of the listener(s).</p> <p>Speaks directly to their audience. Begins to choose words for effect (e.g. alliteration, rhythm and rhyme).</p>	<p>Frequently gains, maintains and monitors the interest of the listener(s).</p> <p>Thinks about how to gain the listener's attention. E.g. starting with a joke or anecdote. Uses prosodic skills such as pausing after sentences or raising the tone of their voice to show excitement or a point of high tension in narration..</p>	<p>Can gain, maintain and monitor the interest of the listener(s).</p> <p>Can use rhetorical devices such as the pattern of three or comparing and contrasting. Stresses important words for effect or to draw attention to important information. Uses gesticulation and facial expressions to support meaning..</p>	<p>Can gain, maintain and monitor the interest of the listener(s).</p> <p>Sometimes uses figurative language techniques (e.g. idioms, hyperbole & humour) to engage their audience. Changes their tone of voice to maintain interest. Repeats important information if they feel their listener has not heard or understood.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others					
<p>Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Agrees and disagrees simply: 'I like what x said'; 'I think that too'; 'I don't agree...'</p>	<p>Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Agrees and disagrees simply, beginning to justify their point of view: 'I like what x said, I think that too because...'</p>	<p>Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.</p> <p>Is able to disagree agreeably.</p>	<p>Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.</p> <p>Uses sentence stems and classroom models to practise encouraging other children to contribute. Is able to organise contributions into categories (e.g. for/against).</p>	<p>Can consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Encourages other participants to engage in discussion. Can summarise the main points of a conversation. Is able to balance opposing views..</p>	<p>Can consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Notices who has and hasn't contributed, managing who they draw into discussions. Uses adverbials such as however; furthermore, on the other hand etc. to link ideas logically and cohesively.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
12. Select and use appropriate registers for effective communication.					
<p>Begins to select and use appropriate registers for effective communication.</p> <p>Shows awareness of appropriate vocabulary choices for different situations. E.g. at school it is most appropriate to ask: May I go to the toilet? Rather than, Can I go to the loo?</p>	<p>Begins to select and use appropriate registers for effective communication.</p> <p>Begins to choose words that reflect the required register for an interaction. E.g. Saying 'Hi, how are you?' when greeting a friend compared to 'Hello Sir, how can I help you with those books?' when greeting a teacher.</p>	<p>Frequently selects and uses appropriate registers for effective communication.</p> <p>Chooses full versions of words rather than contractions when speaking more formally</p>	<p>Frequently selects and uses appropriate registers for effective communication.</p> <p>Increasingly aware of the need to adapt language choices to suit the purpose and audience they are speaking to. For example, choosing to use formal vocabulary when addressing the local councillor or MP at a presentation compared to improvising a play based on a funny class novel.</p>	<p>Can select and use appropriate registers for effective communication.</p> <p>Understands that slang and contracted forms are suitable for dialogue, in role play and personal conversations but that formal language structures should be used in the classroom and when talking to visitors to the school. Considers their audience when selecting vocabulary and sentence structure, e.g when addressing younger children compared to adults</p>	<p>Can select and use appropriate registers for effective communication.</p> <p>Knows when different registers are appropriate (e.g. when role playing a conversation with a friend compared to undertaking a formal debate). Can draw on their vocabulary knowledge of more formal language when required. Can use Standard English structures such as the subjunctive mood to hypothesise or sound highly formal.</p>

