

Curriculum Map

English: Speaking and Listening

Year		
EYFS	Listening	Speaking
	Knowledge	Knowledge
	<p>I know and recognise 'why' and 'how' questions.</p> <p>I know it is important to listen to others and show them that I am listening by looking at them and focusing on what they are saying.</p> <p>I know that some things that people say are made to make me laugh.</p> <p>I know that instructions tell me what to do.</p>	<p>I know that questions need appropriate answers.</p> <p>I know that the way I speak and the language I choose can make my meaning clear to others</p> <p>I know that my vocabulary needs to reflect what I want to say.</p> <p>I know it is important to take turns in conversations.</p>
	Key Skills	Key Skills
	<p>I can listen to others one to one or in small groups, when a conversation interests them.</p> <p>I can focus attention – still listen or do, but can shift own attention.</p> <p>I can follow directions (if not intently focused on own choice of activity).</p> <p>I can maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>I can have two-channelled attention – can listen and do for short span.</p> <p>I can understand humour, e.g. nonsense rhymes, jokes.</p> <p>I can follow a story without pictures or props.</p> <p>I can listen attentively in a range of situations.</p> <p>I can give their attention to what others say and respond appropriately while engaged in another activity.</p> <p>I can respond to simple instructions, e.g. to get or put away an object.</p> <p>I can respond to instructions involving a two-part sequence.</p> <p>I can follow instructions involving several ideas or actions.</p>	<p>I can question why things happen and give explanations. Asks who, what, when and how.</p> <p>I can comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>I can ask appropriate questions of others.</p> <p>I can answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>I can use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>I can talk confidently with other children when playing, and will communicate freely about own home and community.</p> <p>I can confidently speak to others about own needs, wants, interests and opinions.</p> <p>I can express themselves effectively, showing awareness of listeners' needs.</p> <p>I can speak confidently in a familiar group, will talk about their ideas</p> <p>I am beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>I can use a range of tenses (e.g. play, playing, will play, played).</p> <p>I can use vocabulary focused on objects and people that are of particular importance to them.</p> <p>I can build up vocabulary that reflects the breadth of their experiences</p> <p>I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>I can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>I can talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>I can use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>I can remember and talk about significant events in their own experience.</p> <p>I can talk about why things happen and how things work.</p> <p>I can use language to imagine and recreate roles and experiences in play situations.</p> <p>I can link statements and stick to a main theme or intention.</p> <p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>I can introduce a storyline or narrative into their play.</p> <p>I can explain own knowledge and understanding.</p> <p>I can develop their own narratives and explanations by connecting ideas or events</p> <p>I can initiate conversations, attend to and take account of what others say.</p> <p>I can listen and respond to ideas expressed by others in conversation or discussion. This is 40-60m not ELG.</p>
Vocabulary	Vocabulary	
<p>Conversation, directions, instructions, listen, focus, attention, attentive, story, sequence, follow</p>	<p>Questions, need, want, interests, sentences, pretend, statements, ideas, discussion, how, why, when, who, what, comment, explain</p>	

1	Listening	Speaking
	Knowledge	Knowledge
		I know when it is my turn to speak in a small group presentation or play performance, using written and unwritten clues. I know that different people will have different responses and that these are as valuable as my own opinions and ideas
	Key Skills	Key Skills
	I can listen to others in a range of situations and usually respond appropriately I can understand instructions with more than one point in many situations	I can begin to ask questions that are linked to the topic being discussed. I can answer questions on a wider range of topics (sometimes may only be one-word answers). I can speak clearly in a way that is easy to understand. I can speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. I can take part in a simple role play of a known story. I can use appropriate vocabulary to describe my immediate world and feelings. I can think of alternatives for simple vocabulary choices I can organise my thoughts into sentences before expressing myself. I can describe my immediate world and environment. I can retell simple stories and recounts aloud. I can recognise when it is my turn to speak in a discussion.
Vocabulary	Vocabulary	
Respond, instructions, appropriate	Topics, audiences, stories, recounts, turn	
2	Listening	Speaking
	Knowledge	Knowledge
	Key Skills	Key Skills
	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group. To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance. To show that they are following a conversation by asking relevant and timely questions.	I can answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so. To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen. To start to use subject- specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences. To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard. To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.
Vocabulary	Vocabulary	
Contribution, independent, instructions, conversation	Reasons, participant, meaningful	
3	Listening	Speaking

		Knowledge	Knowledge
		I know that I need to give all the relevant information to be understood fully.	I know that other people may have different viewpoints to my own. I know the difference between questions and statements. I know that a description, a recount and a narrative will need different vocabulary.
	Key Skills	Key Skills	Key Skills
	I can listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. I can follow instructions in a range of unfamiliar situations. I can recognise when it is needed and ask for specific additional information to clarify instructions	I can ask questions that relate to what has been heard or what was presented to them. I can begin to offer support for their answers to questions with justifiable reasoning. I can rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. I can speak regularly in front of large and small audiences. I can participate in role play tasks, showing an understanding of character by choosing appropriate I can use vocabulary that is appropriate to the topic and/or the audience. I can recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. I can discuss topics that are unfamiliar to their own direct experience. I can organise what they want to say so that it has a clear purpose. I can begin to give descriptions, recounts and narrative retellings with added details to engage listeners I can engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. I can take account of the viewpoints of others when participating in discussions	I can ask questions that relate to what has been heard or what was presented to them. I can begin to offer support for their answers to questions with justifiable reasoning. I can rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. I can speak regularly in front of large and small audiences. I can participate in role play tasks, showing an understanding of character by choosing appropriate I can use vocabulary that is appropriate to the topic and/or the audience. I can recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. I can discuss topics that are unfamiliar to their own direct experience. I can organise what they want to say so that it has a clear purpose. I can begin to give descriptions, recounts and narrative retellings with added details to engage listeners I can engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. I can take account of the viewpoints of others when participating in discussions
	Vocabulary	Vocabulary	Vocabulary
	Instructions	Questions, statements Narrative, recount, description Experiences, relevant, viewpoints	Questions, statements Narrative, recount, description Experiences, relevant, viewpoints

4		Listening	Speaking
		Knowledge	Knowledge
		To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence.	To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way
	Key Skills	Key Skills	Key Skills
	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. To follow complex directions/multi-step instructions without the need for repetition. To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To debate issues and make their opinions on topics clear. To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations. To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To adapt their ideas in response to new information. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations. To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To adapt their ideas in response to new information. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum
	Vocabulary	Vocabulary	Vocabulary
	Viewpoints Debates Points Rehearse Directions/instructions	Relevant Role-play Drama Challenge Respect Response	Relevant Role-play Drama Challenge Respect Response

		Listening		Speaking	
5		Knowledge	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence.	Knowledge	To understand how to answer questions that require more detailed answers and justification. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
		Key Skills	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group To follow complex directions/multi-step instructions without the need for repetition. To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate To engage in longer and sustained discussions about a range of topics.	Key Skills	To ask questions which deepen conversations and/or further their knowledge. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions
		Vocabulary	Response Views Ideas Collaborative Instructions Intonation and expression Improvements debates/discussions/arguments	Vocabulary	Suggestions Conversations Character Maintain Evaluate
6		Knowledge	I know that cohesive devices can enable my speaking to flow and therefore be better understood. To use relevant strategies to build their vocabulary. To offer an alternative explanation when other participant(s) do not understand.	Knowledge	To follow complex directions/multi-step instructions without the need for repetition.
		Key Skills	To make improvements based on constructive feedback on their listening skills. To participate confidently in a range of different performances, role-play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.	Key Skills	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations To select and use appropriate registers for effective communication To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose To confidently explain the meaning of words and offer alternative synonyms. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.

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		Vocabulary	Vocabulary
		Cohesive Standard/Non-standard English Formal/Informal Context Articulate Justify Express Explain, present, narratives	Ambitious Audience Purpose Synonyms/antonyms Collaborative Viewpoint Interpretations Contribution