



National Curriculum for Speaking and Listening:	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 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 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.
---	---

Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children at Parish will:							
Listening, understanding and responding (1, 6)	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Enjoy listening to longer stories and</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listen to the views and responses of peers.</p> <p>Listen attentively and engage with the speaker, making relevant observations.</p>	<p>Sustain attention in purposeful conversations and stay on topic.</p> <p>Listen and respond to the views and responses of peers.</p> <p>Listen and reply to the speaker, making comments and suggestions,</p>	<p>Respond appropriately to comments made by others.</p> <p>Listen and respond to the speaker’s main points, making generally relevant comments and suggestions.</p>	<p>Make positive comments and respond to comments made by others.</p> <p>Listen and respond to the speaker’s main points adding own comment.</p>	<p>Appreciate the content of others’ opinions, adding their own viewpoint, when appropriate.</p> <p>Pay close attention to what others say and ask questions to develop ideas.</p>	<p>Listen carefully to others during discussion, demonstrating empathy and understanding by responding positively to their ideas and views.</p> <p>Listen and respond confidently to others, paying close attention to what is said</p>

	<p>can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>		<p>where appropriate and remembering specific points of interest.</p>				<p>in an increasing range of contexts.</p>
--	--	--	--	---	--	--	--	--

<p>Vocabulary development (3)</p> <p>(see individual subject plans for subject specific vocabulary development)</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use a wider range of vocabulary.</p>	<p>Learn new vocabulary.</p> <p>Develop social phrases.</p> <p>Use new vocabulary through the day.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Offer explanations for why things might happen, making use of recently introduced</p>	<p>Use some simple descriptive language.</p>	<p>Ask/answer questions to prompt apt word choices to create interest.</p>	<p>Extend their vocabulary through listening and reading, using generally appropriate words in different situations.</p>	<p>Use deliberate language choices with some expansion of general vocabulary researched to match the topic.</p>	<p>Use vocabulary for effect, with a reasonably wide range, using dictionaries, thesauri and word lists to extend breadth.</p>	<p>Expand their vocabulary, through questioning, listening, reading and experimenting and use subject-related words appropriately.</p>
---	--	---	--	--	--	---	--	--

		vocabulary from stories, non-fiction, rhymes and poems when appropriate.						
Speaking with clarity and confidence (5, 7, 8, 12)	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support</p>	<p>Recognise how people vary their speech in different situations.</p> <p>Speak audibly and intelligibly.</p> <p>Adapt language and tone when addressing different people, showing awareness of the audience.</p> <p>Vary vocabulary to suit different purposes and situations.</p> <p>Describe events and experiences using appropriate topical vocabulary.</p>	<p>Show greater awareness that more formal vocabulary and tone of voice are sometimes appropriate and explore different ways of speaking.</p> <p>Speak clearly with appropriate intonation, varying talk to capture and hold the listeners' attention.</p> <p>Use specific vocabulary for talk and simple non-verbal features that demonstrate awareness of the audience.</p> <p>Choose vocabulary and simple non-verbal features</p>	<p>Explain simple differences between formal and informal.</p> <p>Talk with increased fluency in some situations, varying talk to capture and hold the listeners' attention.</p> <p>Include details in talk, to interest the listeners, and use non-verbal features to show awareness of the audience.</p> <p>Talk confidently in different contexts, exploring and communicating ideas.</p>	<p>Explain the differences between formal and informal register, giving simple examples of vocabulary and grammar.</p> <p>Talk with fluency in different situations, adapting talk appropriately.</p> <p>Speak with confidence to an increasing range of audiences, using interesting details and further non-verbal features.</p> <p>Talk with confidence, adapting to suit the purpose.</p>	<p>Explain why language choices vary in different situations and give examples.</p> <p>Talk fluently, adapting talk sensitively for different situations.</p> <p>Demonstrate a more responsive attitude towards different audiences, adapting talk to meet their needs and demands.</p> <p>Adapt talk for the requirements of a widening range of contexts,</p>	<p>Independently identify the correct register for a range of different situations.</p> <p>Speak fluently, clearly and audibly in formal situations.</p> <p>Adapt talk confidently for the requirements of a wide range of audiences.</p> <p>Adapt talk confidently for the requirements of an increasing range of contexts and purposes.</p> <p>Give well-structured descriptions,</p>

		<p>from their teacher.</p>	<p>Independently use some words to sequence talk.</p> <p>Clearly express ideas when talking about matters of personal interest, including some detail.</p> <p>Use Standard English sentence structure for formal conversation.</p>	<p>that show an awareness of different purposes.</p> <p>Explain a task or experience, structuring talk so that the main points are clear.</p> <p>Attempt to structure talk to aid the listener/listeners.</p> <p>Recount experiences and imagine scenarios, connecting ideas, including relevant detail.</p> <p>Use modelled Standard English for speech, when appropriate, on occasion self-correcting.</p>	<p>Explain a task or experience showing clear understanding of the main points.</p> <p>Structure talk to aid the listeners, varying use of vocabulary and level of detail.</p> <p>Explore ideas using extended periods of discussion.</p> <p>Begin to show an awareness of Standard English when it is used.</p>	<p>Explain a task or experience using details, showing clear understanding of the main points.</p> <p>Clearly structure talk to support meaning and show attention to the audience.</p> <p>Use relevant detail to express ideas thoughtfully.</p> <p>Show an awareness of/recognise more elements of Standard English.</p>	<p>including some formal.</p> <p>Explain a task or experience using varied vocabulary, showing clear understanding of the main points.</p> <p>Clearly structure talk to convey meaning and engage the audience.</p> <p>Explain and develop ideas in response to others' comments.</p> <p>Use appropriately some features of Standard English vocabulary and grammar.</p>	<p>explanations and narratives for different purposes, including for expressing complex feelings.</p> <p>Clearly structure talk, using varied, lively vocabulary and expression to engage the audience.</p> <p>Independently explain and develop ideas, explicitly building on the ideas of others.</p> <p>Speak with an increasing command of Standard English, adapting vocabulary and grammar to meet an increasing range of demands.</p>
--	--	-----------------------------------	--	--	--	--	--	--

<p>Skills of presentation (9, 10)</p>	<p>Sing a large repertoire of songs.</p>	<p>Learn rhymes, poems and songs.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</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>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.</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>Choose specific dialogue, gesture and movement for characterisation and different situations.</p> <p>Make a presentation to the class on a topic of interest, independently, in pairs or small groups.</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>Use multimedia to make a presentation to the class and listen to feedback.</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>Use multimedia to make a presentation to the class, responding positively and constructively to feedback.</p>
<p>Skills of interaction (2, 4, 10, 11)</p>	<p>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.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Participate in small group, class and one-to-one discussions,</p>	<p>Take turns in pairs, engaging with others.</p> <p>Take turns when speaking in pairs and small groups.</p> <p>Independently ask simple questions to find out more about the topic.</p>	<p>Offer relevant contributions to group discussions.</p> <p>Ask questions to clarify understanding and learn new vocabulary.</p> <p>Provide clear reasons or evidence for their own</p>	<p>Make a set of rules for peers for positive discussion.</p> <p>Begin to take on different roles and responsibilities.</p> <p>Ask relevant questions to clarify meaning and show they have listened carefully.</p>	<p>Recognise positive aspects of others' views, before disagreeing.</p> <p>Take on different roles and begin to maintain a viewpoint for that role.</p> <p>Ask questions in response to</p>	<p>Shape the direction of talk by sharing their ideas.</p> <p>Maintain a given role/viewpoint effectively throughout a discussion or debate.</p> <p>Ask questions that develop</p>	<p>Constructively shape the direction of talk by introducing new material and ideas.</p> <p>Effectively maintain a given role or viewpoint throughout discussion or debate, drawing ideas</p>

	<p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>offering their own ideas, using recently introduced vocabulary.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Give simple reasons for their answers or opinions.</p>	<p>answers or opinions.</p>	<p>Make comments that explain their answers or opinions.</p>	<p>others' ideas and views.</p> <p>Convey their own opinions and answers clearly, supported by evidence.</p>	<p>their own and others' ideas.</p> <p>Vary vocabulary and expression, to convey their own opinions and ideas clearly, using evidence.</p>	<p>together and influencing the direction it takes.</p> <p>Ask questions that challenge and also show how sensitivity to the ideas and views of others.</p> <p>Independently articulate and justify answers, arguments and opinions.</p>
--	---	--	---	-----------------------------	--	--	--	--