National Curriculum Speaking & Listening objectives

Pupils should be taught to:

Objective	Y1	Y2	Y3/4	Y5/6
Listen and respond appropriately to adults and their peers	• Look at who's talking to them. • Follow instruction whilst busy with another task. • Be able to follow 2 to 3 part spoken instructions – e.g. get your coat, then choose a partner and line up by the door. • Understand how or why questions.	• Understand complex 2 or 3 part instructions including more abstract/imaginative situations e.g. choose a character from one story, talk to your partner about how they feel at the end of the story. • Understand key points they need to focus on in order to answer a question or follow an instruction.	• Listen to information, work out what is the important information they need to convey to their audience. • Be specific when asking for clarification. • Infer meanings and make predictions from what's said and how it is said.	• Understand sarcasm • Understand different types of questions – open, closed, rhetorical • Understand and use phrasal verbs appropriately e.g. 'putting up with' • Understand and enjoy jokes and recognise simple idioms.
Ask relevant questions to extend their understanding and knowledge	• Understand and answer how, what and why questions, with obvious, straight-forward answers.	• Ask lots of questions to find out specific information including how and why. • 'Dig deeper' when questioning others to extend their knowledge. • Respond appropriately to the answers to their questions. •	• Ask question to seek additional information for clarification. • Beginning to understand that there is a logical sequence to asking questions.	• Understand and use different question types i.e. open / closed/ rhetorical. • Keep conversations going with a range of people by asking relevant questions relating to the previous remark.

Objective	Y1	Y2	Y3/4	Y5/6
Use relevant strategies to build their vocabulary	• Understand that words can be put into categories e.g. animals, transport, characters • Recognise objects, characters and animals from a description. • Use words more specifically to make their meaning clear	• Begin to choose from a range of imaginative and descriptive words in sentences. • Be able to infer what a new word means by context. • Be able to use classroom resources to support language choices	• Use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices.	• Explore sophisticated vocabulary that has multiple meanings and use mostly accurately but with occasional error. • Be able to select the most appropriate resource to support vocabulary choices.
Articulate and justify answers, arguments and opinions	• Show that they can use language to reason and persuade e.g. 'I think…..because….'	• Use more complicated grammar including using different ways to join phrases to help explain and justify ideas/events or opinions e.g. because, so, then.	• Use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc. • Link points made with appropriate conjunctions and connecting phrases to provide a coherent thread.	• Negotiate an agreement explaining other possible outcomes and options. • Realise when people don't understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc.

Objective	Y1	Y2	Y3/4	Y5/6
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	• List events with some detail • Retell favourite stories • Describe events. These may not always be joined together or in the correct order.	• Describe their own experiences in detail and in the correct order. • Tell a story with important key components in place. • Use conjunctions to link their ideas together.	• Select appropriate detail and chronology to include in their descriptions, explanations, narratives – increasingly aware of the need for brevity or extension.	• Tell elaborate entertaining stories which are full of detailed descriptions • Use appropriate language that is detailed to describe experiences that may have happened some time ago or are planned for the future making verb choices that accurately reflect the time-frame.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	• Start conversations with other people and join in with group conversations.	• Take turns to talk, listen and respond in two-way conversations and groups.	• Vary the tone of their voices to make story telling exciting and come to life. • Understand the interests of the listener, e.g. 'guess who I saw yesterday'	• Manage and organise collaborative tasks with little adult supervision. • Use appropriate expression and tone for the purpose and the audience.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	• Use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.	• Use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.	• Select and use appropriate language for a range of people in different situations. This is important for building friendships, e.g. complimenting or criticising, clarifying and negotiating.	• Use speculative and hypothetical language to explore a range of ideas and situations • Negotiate an agreement explaining other options and possible outcomes.
Speak audibly and fluently with an increasing command of Standard English	• Produce speech that is clear and easy to understand, though may have some immaturities e.g.	• Use speech that is usually clear and easily understood by others. • Have a growing	• Use grammatically accurate standard English • Recognise the difference between	• Select and use sophisticated language patterns and structures including in formal situations, demonstrating a good command of Standard English.

	pronunciation of certain sounds and some grammatical errors	awareness of grammatically accurate Standard English.	formal and informal language.	
Objective	**Y1**	**Y2**	**Y3/4**	**Y5/6**
Participate in discussions, presentations, performances, role play, improvisations and debates	• Join in and organise role play with friends. • Play cooperatively and pretend to be someone else talking. • Re-tell favourite stories.	• Use an imaginative range of descriptive words when engaged in role play. • Use speech that is consistently clear and easy to understand when presenting to others.	• Speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task • Vary their tone of voice to make role play/information more exciting.	• Participate confidently in debate, understanding and sustaining the conversations and demonstrating a range of debating skills. • Instigate, participate and improvise appropriately in collaborative tasks
Gain, maintain and monitor the interest of the listener(s)	• Initiate conversations with others, understanding they need to look at the audience when they are speaking. • Give details that they know are important and will influence the listener.	• Begin to be aware of what the listener knows already and make checks while telling the story. • Take turns to talk, listen and respond in two-way conversations and groups.	• Add detail or leave information out according to how much is already known by the listener. • Understand the interests of the listener and respond appropriately	• Tell elaborate entertaining stories using expression and tone of voice to engage the listener. • Incorporate detail to engage and inform the listener across tasks that aren't always straightforward chronologies e.g. aside, flashback, counter-argument etc.

Objective	Y1	Y2	Y3/4	Y5/6
Consider and evaluate different viewpoints, attending to and building on the contributions of others.	• Listen to others, taking account of their opinions. • Take turns to speak to and with others	• Listen carefully to others, asking lots of questions to find out specific information including 'how' and 'why' • Begin to recognise and value the opinions of others	• Join in discussions using appropriate and relevant vocabulary. • Keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints.	• Explore and explain situations and concepts to identify and evaluate the merits of other options and possible outcomes. • Negotiate agreement by sharing ideas and information, giving and receiving advice, offering an opinion and taking notice of the opinion of others.
Objective	**Y1**	**Y2**	**Y3/4**	**Y5/6**
Select and use appropriate registers for effective communication.	• Use words more specifically to make their meaning clear. • Show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet.	• Use language they hear other people using and begin to be aware of current peer language. • Begin to understand that they need to use different styles of talk with different people.	• Use formal or informal language where appropriate in familiar situations to ensure the listener understands •	• Select and use the appropriate formality of language depending on the audience. • Explain features of own and others' language use, showing understanding of the effect of varying language for different purposes and situations