

progression in Speaking & Listening

National Curriculum Spoken Language Statutory Requirements		Yr 1/2	Yr 3/4	Yr 5/6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers 	<p><i>For Instance :</i></p> <p><i>Listen and respond to the speaker making simple comments and suggestions</i></p> <p><i>Make helpful contributions when speaking in turns, in pairs and in small groups</i></p>	<p><i>For Instance :</i></p> <p><i>Respond to a speaker’s main ideas, developing them through comments and suggestions. Build on ideas shared</i></p> <p><i>Work in a variety of group situations following appropriate etiquette for group dynamics</i></p>	<p><i>For Instance :</i></p> <p><i>Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and develop the speaker’s ideas in different ways. Make reference to others comments when articulating own ideas</i></p> <p><i>Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group</i></p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge 	<p><i>For Instance :</i></p> <p><i>Begin to ask questions that link clearly to the topic being discussed</i></p> <p><i>Show that the conversation is being followed through the questions that are asked</i></p>	<p><i>For Instance :</i></p> <p><i>Generate questions to ask a specific speaker / audience in response to a talk / conversation</i></p> <p><i>Ask questions in direct response to something heard / presented</i></p>	<p><i>For Instance :</i></p> <p><i>Spontaneously ask questions which develop the conversation and take ideas or knowledge further</i></p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use relevant strategies to build their vocabulary 	<p><i>For Instance :</i></p> <p><i>To be encouraged to listen to and use new vocabulary to develop their own vocabularies</i></p> <p><i>Given opportunities to use this vocabulary in a variety of meaningful contexts</i></p> <p><i>To be encouraged to think of alternatives for simple vocabulary choices</i></p>	<p><i>For Instance :</i></p> <p><i>To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects</i></p> <p><i>To use new vocabulary within the correct context</i></p> <p><i>Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience.</i></p>	<p><i>For Instance :</i></p> <p><i>Using vocabulary appropriately and for effect</i></p> <p><i>Use appropriate terminology linked to other curriculum subjects</i></p> <p><i>Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions</i></p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions 	<p><i>For Instance :</i></p> <p><i>Can answer questions clearly in sentences</i></p> <p><i>Can give a reason for their answer when asked</i></p> <p><i>Are encouraged to explore why they have certain thoughts or opinions</i></p>	<p><i>For Instance :</i></p> <p><i>Can give answers to questions that are supported by justifiable reasons</i></p> <p><i>Can support own ideas and opinions with explanation</i></p>	<p><i>For Instance :</i></p> <p><i>Can sustain and argument an follow a train of thought, returning to main ideas throughout the course of the conversation</i></p> <p><i>Can present ideas / opinions coherently , supported with reasons</i></p>

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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p><i>For Instance :</i></p> <p><i>Being able to describe their immediate world and environment</i></p> <p><i>Can talk about themselves clearly and confidently</i></p> <p><i>Can retell simple stories / recounts</i></p>	<p><i>For Instance :</i></p> <p><i>Can develop ideas and feelings through sustained talk</i></p> <p><i>Can organise what they want to say so that it is clear to the listener</i></p> <p><i>Can give descriptions. Recall events / stories / recount experiences with some added detail to engage the listener</i></p>	<p><i>For Instance :</i></p> <p><i>Can talk about feelings ,thought sand ideas with some detail to make meaning explicit</i></p> <p><i>Can present information clearly and in an appropriate form to the listener</i></p> <p><i>Can plan and present information verbally selecting the appropriate format and style to match the purpose</i></p> <p><i>Can sustain a longer conversation about a given</i></p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<p><i>For Instance :</i></p> <p><i>Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned</i></p>	<p><i>For Instance :</i></p> <p><i>Can show through the contributions made and questions asked that they have followed a conversation</i></p>	<p><i>For Instance :</i></p> <p><i>Can summarise another person’s contribution to a discussion adding their own interpretation / opinion based on what has been heard</i></p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<p><i>For Instance :</i></p> <p><i>Begin to offer ideas and suggestions based on what has been heard - for example in response to reading watching an experiment</i></p>	<p><i>For Instance :</i></p> <p><i>Develop ideas and expand on these building on what others say</i></p> <p><i>Adapt these ideas in light of new information</i></p>	<p><i>For Instance :</i></p> <p><i>Offer ideas and support these with reasoning. Be prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus</i></p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English 	<p><i>For Instance :</i></p> <p><i>Can speak clearly when talking in class. Speak in grammatically correct sentences</i></p>	<p><i>For Instance :</i></p> <p><i>Can speak to a wider audience e.g whole school in assembly</i></p> <p><i>Can adapt speaking style to suit the audience</i></p>	<p><i>For Instance :</i></p> <p><i>Can articulate thoughts clearly when presenting to a range of audiences</i></p> <p><i>Can adopt a formal / informal tone as appropriate to the situation</i></p>

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National Curriculum Spoken Language Statutory Requirements		Yr 1/2	Yr 3/4	Yr 5/6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates 	<p><i>For Instance :</i></p> <p><i>Know when it is their turn to speak in a simple presentation / discussion</i></p> <p><i>Take part in role play to find out about different characters and situations</i></p> <p><i>Take different roles in a drama / role play to explore how others felt about a character's actions</i></p>	<p><i>For Instance :</i></p> <p><i>Prepare and present information orally</i></p> <p><i>Participate in discussions by listening to others and building on from what has been said</i></p> <p><i>Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions</i></p>	<p><i>For Instance :</i></p> <p><i>Can present information in a variety of ways to a range of audiences</i></p> <p><i>Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused</i></p> <p><i>Perform to wider audiences combining words, gestures and movement</i></p> <p><i>Participate in debates, following appropriate</i></p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> gain, maintain and monitor the interest of the listener (s) 	<p><i>For Instance :</i></p> <p><i>Speak clearly so that the listener can hear what is said</i></p> <p><i>Organising thoughts into sentences before expressing them</i></p> <p><i>Choosing words to add interest or detail</i></p>	<p><i>For Instance :</i></p> <p><i>Adapt language, tone and style to suit the purpose of the listener</i></p> <p><i>Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener</i></p>	<p><i>For Instance :</i></p> <p><i>Be aware of the listener and adapt talk to maintain the listener's interest</i></p> <p><i>Express and explain relevant ideas with some elaboration to make meaning explicit</i></p> <p><i>Maintain control and effective organisation of a talk to guide the listener</i></p> <p><i>Adapt vocabulary, grammar and non verbal fea-</i></p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p><i>For Instance :</i></p> <p><i>Know that different people have different ideas / responses and recognise that these are as valuable as their own</i></p>	<p><i>For Instance :</i></p> <p><i>Take account of the viewpoints of others when building own arguments and offering responses</i></p>	<p><i>For Instance :</i></p> <p><i>Make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions</i></p>
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> select and use appropriate registers for effective communication. 	<p><i>For Instance :</i></p> <p><i>Notice how different speakers talk and consider why this might be the case</i></p>	<p><i>For Instance :</i></p> <p><i>Begin to adapt suitable styles of delivery dependent on task / audience</i></p> <p><i>Recognise how language choices vary in different</i></p>	<p><i>For Instance :</i></p> <p><i>Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk</i></p>