



## **Speaking and listening**

We believe that children become confidence orators when they have the pre-requisite skills to speak clearly, listen, respond and ask questions.

Speaking and listening is taught throughout the curriculum with varied and engaging opportunities for children to debate, discuss, publicly speak and perform in front of others.

Our ambition for all children to be confident public speakers is matched by the opportunities given for them to flourish in this area. For example reading at the remembrance service or performing in a summer production.

We follow the National Curriculum 2014 objectives for speaking and listening.

## Speaking and listening progression

|         |                        | Year 1/2   | Year 3/4   | Year 5/6  |
|---------|------------------------|--|--|---|
| English | Speaking and Listening | <ul style="list-style-type: none"> <li>• Listen and respond to the speaker making simple comments and suggestions</li> <li>• Make helpful contributions when speaking in turns, in pairs and in small groups</li> <li>• Begin to ask questions that link clearly to the topic being discussed</li> <li>• Show that the conversation is being followed through the questions that are asked</li> <li>• To be encouraged to listen to and use new vocabulary to develop their own vocabularies</li> <li>• Given opportunities to use this vocabulary in a variety of meaningful contexts</li> <li>• To be encouraged to think of alternatives for simple vocabulary choices</li> <li>• Can answer questions clearly in sentences</li> <li>• Can give a reason for their answer when asked Are encouraged to explore why they have certain thoughts or opinions</li> <li>• Being able to describe their immediate world and environment</li> <li>• Can talk about themselves clearly and confidently</li> </ul> | <ul style="list-style-type: none"> <li>• Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared</li> <li>• Work in a variety of group situations following appropriate etiquette for group dynamic</li> <li>• Generate questions to ask a specific speaker / audience in response to a talk / conversation</li> <li>• Ask questions in direct response to some- thing heard / presented</li> <li>• To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects</li> <li>• To use new vocabulary within the correct context</li> <li>• Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience.</li> <li>• Can give answers to questions that are support- ed by justifiable reasons</li> <li>• Can support own ideas and opinions with explanation</li> <li>• Can develop ideas and feelings through sustained talk</li> <li>• Can organise what they want to say so that it is clear to the listener</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Refer to others comments when articulating own ideas</li> <li>• Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group</li> <li>• Spontaneously ask questions which develop the conversation and take ideas or knowledge further</li> <li>• Using vocabulary appropriately and for effect</li> <li>• Use appropriate terminology linked to other curriculum subjects</li> <li>• Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions</li> <li>• Can sustain and argument an follow a train of thought, returning to main ideas throughout the course of the conversation</li> <li>• Can present ideas / opinions coherently, sup- ported with reasons</li> <li>• Can talk about feelings, thought sand ideas with some detail to make meaning explicit</li> </ul> |

|         |                              |   |  |   |
|---------|------------------------------|---|--|---|
| English | Speaking and Listening Cont. | <ul style="list-style-type: none"> <li>• Can retell simple stories / recounts</li> <li>• Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned</li> <li>• Begin to offer ideas and suggestions based on what has been heard - for example in response to reading watching an experiment</li> <li>• Can speak clearly when talking in class. Speak in grammatically correct sentences</li> <li>• Know when it is their turn to speak in a simple presentation / discussion</li> <li>• Take part in role play to find out about different characters and situations</li> <li>• Take different roles in a drama / role play to explore how others felt about a character's actions</li> <li>• Speak clearly so that the listener can hear what is said</li> <li>• Organising thoughts into sentences before expressing them</li> <li>• Choosing words to add interest or detail</li> <li>• Know that different people have different ideas / responses and recognise that these are as valuable as their own</li> <li>• Notice how different speakers talk and consider why this might be the case</li> </ul> | <ul style="list-style-type: none"> <li>• Can give descriptions. Recall events / stories / recount experiences with some added detail to engage the listener</li> <li>• Can show through the contributions made and questions asked that they have followed a conversation</li> <li>• Develop ideas and expand on these building on what others say</li> <li>• Adapt these ideas in light of new information</li> <li>• Can speak to a wider audience e.g. whole school in assembly</li> <li>• Can adapt speaking style to suit the audience</li> <li>• Prepare and present information orally</li> <li>• Participate in discussions by listening to others and building on from what has been said Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions</li> <li>• Adapt language, tone and style to suit the purpose of the listener</li> <li>• Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener</li> </ul> | <ul style="list-style-type: none"> <li>• Can present information clearly and in an appropriate form to the listener</li> <li>• Can plan and present information verbally selecting the appropriate format and style to match the purpose</li> <li>• Can sustain a longer conversation about a given topic</li> <li>• Can summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard</li> <li>• 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</li> <li>• Can articulate thoughts clearly when presenting to a range of audiences</li> <li>• Can adopt a formal / informal tone as appropriate to the situation</li> <li>• Can present information in a variety of ways to a range of audiences</li> <li>• Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused</li> <li>• Perform to wider audiences combining words, gestures and movement</li> </ul> |
|---------|------------------------------|---|--|---|

|         |                              |  |   |  |
|---------|------------------------------|--|---|--|
| English | Speaking and Listening Cont. |  | <ul style="list-style-type: none"><li>• Take account of the viewpoints of others when building own arguments and offering responses</li><li>• Begin to adapt suitable styles of delivery dependent on task / audience</li><li>• Recognise how language choices vary in different situations</li></ul> | <ul style="list-style-type: none"><li>• Participate in debates, following appropriate etiquette, and conventions</li><li>• Be aware of the listener and adapt talk to maintain the listener's interest</li><li>• Express and explain relevant ideas with some elaboration to make meaning explicit</li><li>• Maintain control and effective organisation of a talk to guide the listener</li><li>• Adapt vocabulary, grammar and non-verbal features to maintain listener's interest</li><li>• Refer to the viewpoints of others providing supporting evidence or counter- balancing these with their own opinions</li><li>• Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk</li></ul> |
|---------|------------------------------|--|---|--|