

SPEAKING AND LISTENING National Curriculum

<p>EYFS - ELG</p>	<p>Communication and Language – Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Communication and Language – Understanding Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Communication and Language – Speaking Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
<p>Key Stage 1</p>	<p>Spoken Language listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, roleplay/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication</p>
<p>Key Stage 2</p>	<p>Spoken Language listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, roleplay/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication</p>

Woodside Primary School – Speaking and Listening - Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	<p>DM 30-50 months Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>DM – 40-60 months Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p>ELG Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Speak clearly and loudly enough to communicate meaningfully beyond their friendship group. Talk about things they have made or done, explaining the process. Ask questions about matters of interest. Express feelings and ideas when talking about matters of interest. Start to develop and extend ideas by adding detail to their speech. Join in with imaginative play taking on role of different familiar characters. Speak in complete sentences after modelling. Retell a familiar story in sentences, using narrative language. Recount an event or experience in sentences. Begin to understand how to change language when speaking to different listeners, e.g. peers and adults.</p>	<p>Talk about topics that are of interest to them or which they enjoy. Begin to develop and explain their ideas. Express themselves using complete sentences when required. Make more specific vocabulary choices, e.g. technical language. Take turns when talking in pairs or small groups. Begin to be aware that formal and informal situations require a different role and language. Retell a familiar story using narrative language and linking words/phrases. Recount an event or experience in sentences using specifically chosen vocabulary. Perform a simple poem from memory. Hold the attention of listeners by adapting the way they talk. Begin to understand how to speak for different purposes and audiences.</p>	<p>Talk confidently in different situations varying expression to help listeners. Develop and explain information and ideas using relevant vocabulary and giving reasons. Sequence and communicate ideas in an organised and logical way in complete sentences as required so that the listeners understand. Vary the amount of detail – dependent on purpose and audience. Vary the use and choice of vocabulary – dependent on the purpose and audience. Start to show awareness of how and when Standard English is used in more formal situations e.g. during assembly, talking to a visitor. Retell a story using narrative language, adding relevant detail. Perform poems from memory, adapting expression & tone as appropriate. Keep in role and support others in role play Formally present ideas or information to an audience. Recognise that meaning can be expressed in different ways dependent on the context. Begin to adapt use of language to meet the needs of the audience/listener.</p>	<p>Talk and listen confidently in a wide range of contexts. Explain information and ideas using supportive resources e.g. online materials Give an answer and justify with evidence. Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required. Increasingly able to adapt what they say to meet the needs of the audience/listener, e.g. informal talk with friends and more extended talk with a wider group. Explore different situations through role play.</p>	<p>Talk and listen confidently in a wide range of contexts including some that are formal, projecting voice clearly to large audiences. E.g. parents/carers Engage the interest of the listener by varying their expression and vocabulary. Adapt spoken language to the audience, purpose and context. Explain the effect of using different language for different purposes. Explore and use ways to be convincing, e.g. use of vocabulary, gesture, visual aids. Explore issues and themes through role-play Develop ideas and opinions with relevant detail. Express ideas and options justifying a point of view.</p>	<p>Use evidence to support ideas and opinions. Explain ideas and opinions – elaborating to make meaning explicit using specialist vocabulary and examples. Use hypothetical speculative language to express possibilities. Use Standard English fluently in formal situations. Use formal language of persuasion to structure a logical argument. Perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear. Perform poems or plays from memory making deliberate choices about how they convey ideas about characters, context and atmosphere. Understand and select the appropriate register according to the context. Vary expression, tone and volume to keep the listener interested. Explore challenging and contentious issues through sustained role-play</p>
Listening	<p>DM 30-50 months Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>DM 40-60 months Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Start to listen, with growing attention, to others and respond appropriately e.g. carry out instructions. Join in, repeat and memorise a range of rhymes and songs. Show understanding of what they have heard by asking questions to find out more information.</p>	<p>Usually listen carefully and respond appropriately. Listen to others with concentration, understanding the main points and asking questions to gain information and clarify meaning. Show understanding of what they have learned by asking relevant questions to find out specific information</p>	<p>Talk and listen confidently in different situations. Show understanding of the main points in a discussion. Show they have listened carefully through making relevant comments or asking relevant questions. Listen carefully and begin to make connections between what they are learning and what they already know.</p>	<p>Talk and listen confidently in a wide range of contexts including presentations. Show understanding of the main points and significant details in a discussion. Show they have listened carefully through making relevant comments and giving views on what the speaker has said. Ask questions to clarify or develop understanding.</p>	<p>Listen carefully to presentations using techniques to remember the main points e.g making notes, summarising Show understanding of the main points, significant details and implied meanings in a discussion. Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views</p>	<p>Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence. Listen carefully to presentations and show understanding of the speakers' conclusions or opinions. Respond to others with questions and comments which focus on reasons, implications and next steps.</p>
Collaboration and discussion	<p>Exchange ideas one-to-one and small group discussion e.g. with friends Use talk to co-operate and contribute when playing with others.</p>	<p>Start to understand how to take turns when speaking. Contribute to conversations and respond to others. Take part in activities with others and talk about what they are doing</p>	<p>Contribute to discussion, keeping focus on the topic and taking turns to speak. Offer appropriate comments in paired or small group discussion Share activities and information to complete a task.</p>	<p>Participate fully in paired and group discussions, sharing ideas and information. Use talk purposefully to complete a task in a group.</p>	<p>Contribute to group discussion and help everyone take part. Help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic</p>	<p>Contribute to group discussions, taking some responsibility for completing the task well e.g. introducing relevant ideas, summing up Build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas</p>	<p>Take an active part in discussions, taking different roles. Make contributions to discussions to achieve agreed outcomes, evaluating others' ideas and responding to them. Pay close attention to, and consider the view and opinions of, others in discussions. Ask questions to develop ideas and make contributions that take account of others' views. Debate an issue maintaining a focused point of view. Follow up points in group discussions, showing agreement or disagreement giving reasons.</p>