

## Speaking and Listening

### Intent

Being able to talk with fluency and confidence is a vital life skill which they need before leaving primary school. Being able to actively listen enables a child to fully benefit from teaching across the curriculum. Both skills are essential for developing relationships with peer groups and adults. Through standalone lessons and an ongoing importance placed on this area in all lessons, the children will develop a confidence to speak, an extensive vocabulary to use and a strong awareness of audience and context. For children learning English, those who arrive mid key stage or those with additional needs, it is essential that the pitch is tuned to need rather than age.

### Rationale

Speaking and listening are the areas which the children use most in school but are those often taught the least. It is expected that these skills are both taught as standalone lessons and also integrating into the lessons of all other curriculum areas - ensuring that there is parity of expectations across all their learning

### Teaching points

Ensure that all children are expected to engage in these lessons with an understanding of how personalities and confidence levels may affect engagement and opportunity to make progress

All lessons taught across the curriculum have interaction and group work opportunities, ensure that opportunities are found to deliver these skills across all subjects

Developing a growing vocabulary is fundamental to a child's development in this area.

Build year on year and for some children you will need to track back

# Speaking & Listening Curriculum

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Nursery	Skills	Using Vocabulary	Continuous
	I am beginning to listen carefully adults and my peers	I can use all the vocabulary I have been taught	I can sing a large repertoire of songs
	I can ask simple questions e.g. Where is my coat?	I can say most sounds, but May have problems saying some sounds: <i>r, j, th, ch and sh</i> and Multisyllabic words such as ' <i>pterodactyl</i> ', ' <i>planetarium</i> ' or ' <i>hippopotamus</i> '.	I know many rhymes
	I can start a conversation with an adult or a friend and continue it for many turn		I can talk about familiar books
	I can understand and am beginning to ask 'why' questions, like: "Why do you think the caterpillar got so fat?"		I am able to tell a long story which has been shared with me
	I can use longer, grammatically correct sentences of four to six word		

Reception	Skills	Using Vocabulary	Continuous
	I can listen carefully and understand why listening is important.	I can develop social phrases.	I can articulate my ideas and thoughts in well-formed sentences.
	I can ask questions to find out more information	I can use new vocabulary in different contexts.	I can describe events in some detail.
	I can ask questions to clarify my understanding;		I can hold conversation when engaged in back-and-forth exchanges with teachers and peers.
	I can connect one idea or action to another using a range of connectives.		
	I can use talk to help work out problems		
	I can use talk to organise thinking and activities		
I can use talk to explain how things work and why they might happen.			

Year 1	Skills	Using Vocabulary	Continuous
	I can talk about matters of immediate interest	I can understand a range of words relating to size, space and actions	I can understand and respond to spoken language in a face to face situation
	I can listen and usually respond appropriately to questions and instructions	I understand a range of simple verbs	I can speak to communicate basic feelings, opinions and questions on familiar topics using appropriate language
	I can speak clearly and audibly in conversations	I can name a range of simple words	

Year 2	Skills	Using Vocabulary	
	I can understand and respond to spoken language in a face to face situation	I know that words can be put into groups or categories.	I can project my voice with confidence when people need to hear me in a group or class
	I can speak to communicate basic feelings, opinions and questions on familiar topics using appropriate language	I understand a range of words relating to time, shape, texture and size.	I can use the extending vocabulary I have been taught in my spoken English
	I can show that I am occasionally aware of the needs of the listener by expanding their ideas	I can name objects, characters and animals from a description.	
	I can speak clearly when developing and explaining ideas		
I am beginning to be more aware of more formal language			

Year 3	Skills	Using Vocabulary	Continuous
	I can listen carefully and demonstrate this by using appropriate comments and questions	I can compare words based on the way that they look, how they sound and what they mean.	I am beginning to be aware of Standard English and when it is used
	I am beginning to adapt my language choices to the listener	I can 'guess the word' when provided with clues about its shape, size and function.	I am beginning to be more aware of more formal language
	I can use talk which contains a variety of expression and vocabulary	I can explain what words mean.	

Year 4	Skills	Using Vocabulary	Continuous
	I can listen carefully and be responsive to the needs of others	I understand a range of words relating to time, and know in which context to use these words.	I am beginning to be aware of Standard English and when it is used
	I can use more organised talk with thoughtful descriptions	I can use a wide range of verbs to express my thoughts.	I am beginning to be more aware of more formal language
	I can suggest changes to improve talk	I understand a range of words relating to measurement, and know in which context to use these words.	

Year 5	Skills	Using Vocabulary	Continuous
	My use of talk is adapted to purpose to engage the listener	I understand a range of vocabulary relating to past and present tense and can use them accurately to talk about things that have happened, are happening and might happen in the future.	I make significant contributions to discussions
	I can listen carefully asking questions and offering comments that are responsive to others	I can use a wide range of verbs and adverbs to express my thoughts.	I can make appropriate use of eye contact, posture and gesture
	I can express opinions, with reasons for views in purposeful talk	I can identify and use speech involving the comparison of one thing with another thing of a different kind, used to make a description more obvious or vivid.	I can ask questions relevant to the topic

Year 6	Skills	Using Vocabulary	Continuous
	I can show skill in sequencing and linking information, opinions, and/or ideas	I am able to use new vocabulary and grammatical constructions from my reading and listening, and using these consciously in my writing and speech to achieve particular effects.	I make significant contributions to discussions
	I can take account of situation and audience during delivery	I can use a wide range of adverbial phrases for different purposes.	I can make appropriate use of eye contact, posture and gesture
	I can respond to others, taking account of their contributions	I can identify and use a variety of figurative language known as imagery e.g. metaphors, similes, idioms and personification.	I can ask questions relevant to the topic