

## KEY STAGE 1 & 2 ENGLISH – SPEAKING & LISTENING

Coverage:

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"><li>• Engage in meaningful discussions in all areas of the curriculum.</li><li>• Listen to and learn a wide range of subject specific vocabulary.</li><li>• Through reading identify vocabulary that enriches and enlivens stories.</li><li>• Speak to small and larger audiences at frequent intervals.</li><li>• Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</li><li>• Listen to and tell stories often so as to internalise the structure.</li><li>• Debate issues and formulate well-constructed points.</li></ul>	

**Aims:**

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### Characteristics:

- An exceptional talent for listening attentively so as to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

### SPEAKING AND LISTENING Curriculum Progression:

Strand of English	Essential key Skills	Specific Outcomes				
		P Scales	KS1	Lower KS2	Upper KS2	Level 6
Speaking and Listening	To listen carefully and understand	<p><b>P4</b></p> <ul style="list-style-type: none"> <li>• Repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols.</li> <li>• Demonstrate an understanding of at least 50 words, including the names of familiar objects.</li> <li>• Respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations.</li> </ul>		<ul style="list-style-type: none"> <li>• Engage in discussions, making relevant points.</li> <li>• Ask for specific additional information to clarify.</li> <li>• Understand the meaning of some phrases beyond the literal interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>• Recognise and explain some idioms.</li> <li>• Understand irony (when it is obvious).</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise and build upon what is said.</li> </ul>

		<p><b>P5</b></p> <ul style="list-style-type: none"> <li>• Respond appropriately to questions about familiar or immediate events or experiences.</li> <li>• Follow requests and instructions containing at least two key words, signs or symbols.</li> </ul> <p><b>P6</b></p> <ul style="list-style-type: none"> <li>• Respond to others in group situations.</li> <li>• Follow requests and instructions containing at least three key words, signs or symbols.</li> <li>• Ask simple questions to obtain information.</li> </ul>				
	To develop a wide and interesting vocabulary	<p>P5</p> <ul style="list-style-type: none"> <li>• Make attempts to repair misunderstandings without changing the words used.</li> <li>• Use a vocabulary of over 50 words.</li> </ul> <p>P7</p> <ul style="list-style-type: none"> <li>• Use conjunctions to link ideas or add new information beyond what is asked.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subject specific vocabulary to explain and describe.</li> <li>• Suggest words or phrases appropriate to the topic being discussed.</li> <li>• Identify homophones.</li> </ul>	<ul style="list-style-type: none"> <li>• Use time, size and other measurements to quantify.</li> <li>• Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</li> <li>• Use vocabulary that is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Use adventurous and sophisticated vocabulary.</li> <li>• Explain the meaning of words, offering alternatives.</li> <li>• Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge points courteously and effectively.</li> </ul>

		<ul style="list-style-type: none"> <li>• Listen to, attend to and follow stories for short stretches of time.</li> <li>• Follow requests and instructions containing at least four key words, signs or symbols.</li> <li>• Attend to, and respond to, questions from adults and their peers about experiences, events and stories.</li> </ul> <p>P8</p> <ul style="list-style-type: none"> <li>• Use an extensive vocabulary to convey meaning to the listener.</li> <li>• Use possessives.</li> <li>• Use conjunctions that suggest cause or to link ideas.</li> <li>• Take part in role-play with confidence.</li> <li>• Listen attentively.</li> <li>• Respond appropriately to questions about why or how.</li> </ul> <p>Early Years</p> <ul style="list-style-type: none"> <li>• Extend vocabulary, especially by grouping and naming, exploring</li> </ul>		<p>to the topic being discussed or the audience that is listening.</p>		
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		the meaning and sounds of new words.				
To speak with clarity	<p><b>P5</b></p> <ul style="list-style-type: none"> <li>• Combine two key ideas or concepts.</li> <li>• Combine single words, signs or symbols to communicate meaning to a range of listeners.</li> </ul> <p>P6</p> <ul style="list-style-type: none"> <li>• Use prepositions, such as 'in' or 'on', and pronouns, such as 'my' or 'it', correctly.</li> </ul> <p>P7</p> <ul style="list-style-type: none"> <li>• Use regular plurals correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in a way that is clear and easy to understand.</li> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Identify syllables within words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use verbs with irregular endings.</li> <li>• Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>• Use intonation to emphasise grammar and punctuation when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary the length and structure of sentences.</li> <li>• Ask questions and make suggestions to take an active part in discussions.</li> <li>• Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently and effectively.</li> <li>• Express ideas, keeping to the point.</li> </ul>	
To tell stories with structure	<p><b>P7</b></p> <ul style="list-style-type: none"> <li>• Use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others.</li> <li>• Communicate ideas about present, past and future events and experiences,</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure stories have a setting, plot and a sequence of events.</li> <li>• Recount experiences with interesting detail.</li> <li>• Predict events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring stories to life with expression and intonation.</li> <li>• Read the audience to know when to add detail and when to leave it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate detailed and exciting stories.</li> <li>• Use the conventions and structure appropriate to the type of story being told.</li> <li>• Interweave action, character</li> </ul>		

		<p>using simple phrases and statements.</p> <ul style="list-style-type: none"> <li>• Contribute appropriately one-to-one and in small group discussions and role-play.</li> </ul> <p><b>P8</b></p> <ul style="list-style-type: none"> <li>• Link up to four key words, signs or symbols in communicating experiences or in telling familiar stories, both in groups and one-to-one.</li> <li>• Take part in role-play with confidence.</li> </ul> <p>Early Years</p> <ul style="list-style-type: none"> <li>• Use language to imagine and recreate roles and experiences in play situations.</li> <li>• Introduce a storyline or narrative into play.</li> </ul>	<ul style="list-style-type: none"> <li>• Give just enough detail to keep the audience engaged.</li> </ul>		<p>descriptions, settings and dialogue.</p>	
	To hold conversations and debates	<p>P4</p> <ul style="list-style-type: none"> <li>• Use single words, signs and symbols for familiar objects and to communicate about events and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contributions of others.</li> <li>• Vary language between formal and</li> </ul>	<ul style="list-style-type: none"> <li>• Make relevant comments or ask questions in a discussion or a debate.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate and compromise by offering alternatives.</li> <li>• Debate, using relevant details to support points.</li> </ul>	<ul style="list-style-type: none"> <li>• Take an active part in class discussions, short speeches and presentations, formal debates,</li> </ul>

		<p><b>P6</b></p> <ul style="list-style-type: none"> <li>• Initiate and maintain short conversations using preferred medium of communication.</li> </ul> <p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Link statements and stick to a main theme or intention.</li> </ul>	<p>informal according to the situation.</p> <ul style="list-style-type: none"> <li>• Add humour to a discussion or debate where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek clarification by actively seeking to understand others' points of view.</li> <li>• Respectfully challenge opinions or points, offering an alternative.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer alternative explanations when others don't understand.</li> </ul>	<p>performances of plays and poetry.</p>
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