Hook Norton CE Primary School Speaking and Listening Curriculum Skills, Knowledge and Progression

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Speaking and Listening

Foundation Stage Communication and Language	Children will be developing the following knowledge and understanding: - that speaking and listening are a two-way process - that there are a variety of ways to communicate - what it is like to be listened to and to listen to others - that different contexts will require alternative ways of speaking and listening - that there are different languages - that language is enriched by intonation, facial expression, gesture - an awareness of the uses of language and associated vocabulary, e.g. - to form a question - to give instructions - to name objects - to describe - to compare - to report - to explain - to give reasons - to predict - to evaluate - to reflect - to suggest - to negotiate - that there are grammatical conventions and rules.	Children will be developing the following skills: - communicating their own needs - listening and responding to the needs of others - enriching their own language through the use of intonation and gesture - negotiating - being creative with language - adapting speaking and listening behaviour appropriate to the situation, e.g. in shop play, in assembly. - responding appropriately to ideas, images, gestures, stories. - interpreting and questioning - using full sentences including use of past, present and future tenses -using conjunctions - to speak clearly with confidence and control. - to use talk to organise sequence and clarify thinking, ideas, feelings and events. - to use a rich range of vocabulary and language structures. - hold conversations with adults and peers - storytelling & role play Children will be developing the following attitudes: - confidence to talk and listen - willingness to speak converse - willingness to participate - respect for others - confidence to take risks and experiment with sounds, gestures, vocabulary, phrases - enjoyment of language - motivation to use language and interest in its potential

Hook Norton CE Primary School Reading Curriculum Skills, Knowledge and Progression

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Speaking and Listening

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Speak clearly and confidently in front of people in class. • Retell a well known story and remember the main characters • Hold attention when playing and learning with others. • Keep to the main topic when talking in a group. • Ask questions in order to get more information • Start a conversation with an adult I know well or with my friends • Listen carefully to the things other people have to say in a group. • Join in with conversations in a group • Join in with role play	• Ask question to get more information and clarify meaning • Talk in complete sentences • Decide when to use specific vocabulary • Take turns when talking in pairs or a small group • Be aware that formation and informal situations need different language • To retell a story using narrative language and linking words and phrases • Hold the attention of people by adapting the way they talk • Understand how to speak for different purposes and audiences • Perform a simple poem from memory.	• Sequence and communicate ideas in an organised and logical way, always using complete sentences • Take full part in paired and group discussions • Show knowledge of when Standard English is required and use it • Retell a story using narrative language and add relevant detail • Show careful listening by making relevant comments • Present ideas or information to an audience • Recognise that meaning can be expressed in different ways, depending on the context. • Perform poems from memory adapting expression and tone as appropriate.	• Ask question to clarify or develop understanding • Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences • Show understand the main point and details in a discussion • Adapt what is being said to the needs of the listener and Show knowledge that language choices vary in different contexts • Present to an audience using appropriate intonation, controlling the tone and volume. • Justify an answer by giving evidence • Use Standard English when it is required. • Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.	• Engage the listener by varying expression and vocabulary • Adapt spoken language depending on the audience , the purpose or context. • Develop ideas and opinions, providing relevant detail. Express point of view. • Understand the main points, including implied meanings in a discussion • Listen carefully in discussions. • Make contributions that are responsive to others ideas and views. • Use Standard English in formal situations. • Begin to use hypothetical language to consider more than one possible outcome or solution • Perform own compositions, using appropriate intonation and volume so meaning is clear • Perform poems and plays from memory, making careful choices about how to convey ideas by adapting expression and tone. • Begin to select the appropriate register according to the context	• Engage the listener by varying expression and vocabulary • Adapt spoken language depending on the audience , the purpose or context. • Develop ideas and opinions, providing relevant detail. • Express point of view. • Understand the main points, including implied meanings in a discussion • Listen carefully in discussions. Make contributions that are responsive to others ideas and views. • Use Standard English in formal situations. • Begin to use hypothetical language to consider more than one possible outcome or solution • Perform own compositions, using appropriate intonation and volume so meaning is clear • Perform poems and plays from memory, making careful choices about how to convey ideas by adapting expression and tone. • Begin to select the appropriate register according to the context.