



Communication, Language, Speaking and Listening

Intention: For all our pupils to continually develop their confidence and competence in spoken language and listening skills, enabling them to develop their learning across the curriculum, supporting ongoing learning beyond Primary School – *Learning to Live, Living to Learn*

For all our pupils to develop their capacity to discuss, question, answer and debate their understanding and opinions of books and texts and use these skills to further develop their reading and writing abilities across the curriculum.

For all our pupils to develop skills in speaking aloud, performance and clear communication, providing them with skills for life and increase their confidence.

For all our pupils to build a wide range of vocabulary and be able to use this repertoire to engage effectively with others as well as apply this to their writing skills.

Implementation: The skills in these areas are taught across the curriculum both implicitly and explicitly. Our English curriculum links to much of these skills but other curriculum subjects develop such skills too. The skills below are sequenced to provide teachers with a clear map for teaching, building and developing skills each year.

Pupils will have the opportunity to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. They will participate in and gain knowledge, skills and understanding in drama. Pupils will have opportunities to read aloud and speak to different audiences as well as be taught skills in debate, discussion and how to make their opinions and viewpoints clear. They will be taught social communication and the conventions of spoken English.

Pupils with SEN, particularly related to language, can effectively be supported at the correct level for them, using the objectives below to guide learning. Likewise, pupils with EAL or E2L can be effectively supported with learning being built up in stages.

Impact: Pupils will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. Pupils will understand how to take turns and when and how to participate constructively in conversations and debates. Our pupils will increase their vocabulary, ranging from describing their immediate world and feelings to the development of a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhance their knowledge about language as a whole.

Pupils will receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies, helping them to achieve in secondary education and beyond.



Skills Progression Sequence

	Pre-Requisite	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and attention across the curriculum	<ul style="list-style-type: none"> ➤ To maintain attention, concentrate and sit quietly during appropriate activity. ➤ To have two channelled attention – can listen and do for short span. ➤ Pay attention to more than one thing at a time 	<ul style="list-style-type: none"> ➤ Understand how to listen carefully and why listening is important. ➤ To listen attentively in a range of situations. ➤ To give their attention to what others say and respond appropriately, while engaged in another activity 	<ul style="list-style-type: none"> ➤ To listen to others in a range of situations and usually respond appropriately. 	<ul style="list-style-type: none"> ➤ To listen carefully and respond with increasing appropriateness to what has been said, 	<ul style="list-style-type: none"> ➤ To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. 	<ul style="list-style-type: none"> ➤ To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. 	<ul style="list-style-type: none"> ➤ To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, 	<ul style="list-style-type: none"> ➤ To make improvements based on constructive feedback on their listening skills.
Listening and engaging with stories, books and music	<ul style="list-style-type: none"> ➤ Enjoy listening to longer stories and can remember much of what happens ➤ To follow a story without pictures or props. 	<ul style="list-style-type: none"> ➤ Listen carefully to rhymes and songs, paying attention to how they sound. ➤ Engage in non-fiction books ➤ Engage in storytimes. ➤ Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> ➤ I can listen to and talk about a wide range of poems, stories and non-fiction. 	<ul style="list-style-type: none"> ➤ I can join in a talk about books, poems and other works that are read to me and those that I can read, taking turns and listening to what others say 	<ul style="list-style-type: none"> ➤ I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> ➤ I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> ➤ I can listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> ➤ I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Instructions	<ul style="list-style-type: none"> ➤ Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". 	<ul style="list-style-type: none"> ➤ Follow simple instructions with two-parts (first, next) 	<ul style="list-style-type: none"> ➤ To understand instructions with more than one point in many situations. 	<ul style="list-style-type: none"> ➤ To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. 	<ul style="list-style-type: none"> ➤ To follow instructions in a range of unfamiliar situations ➤ To recognise when it is needed and ask for specific 	<ul style="list-style-type: none"> ➤ To follow complex directions/multi-step instructions without the need for repetition. 		

				<ul style="list-style-type: none"> ➤ To attempt to follow instructions before seeking assistance. 	<p>additional information to clarify instructions.</p>			
<p>Vocabulary and spoken English</p>	<ul style="list-style-type: none"> ➤ Use a wider range of vocabulary ➤ Sing a large repertoire of songs Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ ➤ Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. ➤ Use longer sentences of four to six words. 	<ul style="list-style-type: none"> ➤ Learn new vocabulary. ➤ Use new vocabulary through the day. ➤ Use new vocabulary in different contexts ➤ Learn rhymes, poems and songs. ➤ To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. ➤ Articulate their ideas and thoughts in well-formed sentences ➤ Connect one idea or action to another. 	<ul style="list-style-type: none"> ➤ To use appropriate vocabulary to describe their immediate world and feelings ➤ To think of alternatives for simple vocabulary choices. ➤ I can speak a sentence before writing it 	<ul style="list-style-type: none"> ➤ To start to use subject- specific vocabulary to explain, describe and add detail. ➤ To suggest words or phrases appropriate to the topic being discussed. ➤ To start to vary language according to the situation between formal and informal. ➤ To usually speak in grammatically correct sentences. ➤ can discuss my favourite words and phrases 	<ul style="list-style-type: none"> ➤ To use vocabulary that is appropriate to the topic and/or the audience ➤ To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. ➤ To discuss topics that are unfamiliar to their own direct experience. ➤ I can talk about words and phrases that capture the reader’s interest and imagination ➤ I can make up and repeat sentences aloud (including conversations). 	<ul style="list-style-type: none"> ➤ To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech ➤ To know and use language that is acceptable in formal and informal situations with increasing confidence. ➤ To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way ➤ can discuss words and increasingly complex phrases that capture the reader’s interest and imagination. ➤ I can make up and repeat sentences aloud (including conversations) increasing my vocabulary and 	<ul style="list-style-type: none"> ➤ To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech ➤ To know and use language that is acceptable in formal and informal situations with increasing confidence. ➤ To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way 	<ul style="list-style-type: none"> ➤ To use relevant strategies to build their vocabulary ➤ To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose ➤ To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. ➤ To speak audibly, fluently and with a full command of Standard English in all situations ➤ To confidently explain the meaning of words and offer alternative synonyms

<p>Speaking across the curriculum for a range of purposes and audiences</p>	<ul style="list-style-type: none"> ➤ To use language to imagine and recreate roles and experiences in play situations. ➤ To link statements and stick to a main theme or intention. ➤ To use talk to organise, sequence and clarify thinking, ideas, feelings and events. ➤ To introduce a storyline or narrative into their play. ➤ To explain own knowledge and understanding 	<ul style="list-style-type: none"> ➤ Describe events in some detail. ➤ To develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> ➤ I can recite some poems and rhymes by heart ➤ To organise their thoughts into sentences before expressing them. ➤ To be able to describe their immediate world and environment. ➤ To retell simple stories and recounts aloud. ➤ To speak clearly in a way that is easy to understand. ➤ To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session ➤ To know when it is their turn to speak in a small group presentation or play performance ➤ To take part in a simple role 	<ul style="list-style-type: none"> ➤ To talk about themselves clearly and confidently. ➤ To verbally recount experiences with some added interesting details. ➤ To offer ideas based on what has been heard. ➤ To speak confidently within a group of peers so that their message is clear ➤ To practise and rehearse reading sentences and To take on a different role in a drama or role play and discuss the character's feelings ➤ To recognise that sometimes speakers talk differently and discuss reasons why this might happen. stories aloud. 	<ul style="list-style-type: none"> ➤ I can read aloud my own writing controlling the tone and volume of my voice so that the meaning is clear. ➤ To organise what they want to say so that it has a clear purpose ➤ To begin to give descriptions, recounts and narrative retellings with added details to engage listeners ➤ To speak regularly in front of large and small audiences. ➤ To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions 	<p>my knowledge of sentence structure.</p> <ul style="list-style-type: none"> ➤ I can read aloud my own writing, to a group or the whole class, using the tone and volume of my voice so that the meaning is clear. ➤ I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ➤ To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. ➤ To debate issues and make their opinions on topics clear. ➤ To adapt their ideas in response to new information ➤ To take on a specific role in role-play/drama activities and participate in 	<ul style="list-style-type: none"> ➤ I can pronounce mathematical vocabulary correctly ➤ I can perform my own compositions, using appropriate intonation, volume, and movement so that the meaning is clear ➤ To plan and present information clearly with ambitious added detail and description for the listener. ➤ To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate ➤ To narrate stories with intonation and expression to add detail and excitement for the listener. ➤ To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. 	<ul style="list-style-type: none"> ➤ I can pronounce mathematical vocabulary correctly and confidently. ➤ I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. ➤ I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. ➤ To communicate confidently across a range of contexts and to a range of audiences ➤ To articulate and justify arguments and opinions with confidence. ➤ To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. ➤ To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ➤ To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.
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			<p>play of a known story.</p>			<p>focused discussion while remaining in character. ▶ To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>▶ To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character</p>	<p>▶ To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role) ▶ To gain, maintain and monitor the interest of the listener(s). ▶ To select and use appropriate registers for effective communication</p>
<p>Discussion and opinions, social communication</p>	<p>▶ Start a conversation with an adult or a friend and continue it for many turns. ▶ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” ▶ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ▶ Know many rhymes, be able to talk about familiar books, and be able to tell a long story ▶ To initiate conversations, attend to and take account of what others say ▶ To confidently speak to others</p>	<p>▶ To listen and respond to ideas expressed by others in conversation or discussion ▶ Develop social phrases ▶ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen using a range of connectives. ▶ To express themselves effectively, showing awareness of listeners’ needs. ▶ To speak confidently in a familiar group, will talk about their ideas</p>	<p>▶ To recognise when it is their turn to speak in a discussion. ▶ To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas ▶ can explain clearly my understanding of what is read to me.</p>	<p>▶ To give enough detail to hold the interest of other participant(s) in a discussion. ▶ To engage in meaningful discussions that relate to different topic areas. ▶ To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>▶ To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation ▶ To take account of the viewpoints of others when participating in discussions.</p>	<p>▶ To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. ▶ To begin to challenge opinions with respect. ▶ To engage in meaningful discussions in all areas of the curriculum.</p>	<p>▶ To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. ▶ To engage in longer and sustained discussions about a range of topics. ▶ To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions</p>	<p>▶ To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. ▶ To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others to offer an alternative explanation when other participant(s) do not understand</p>



	about own needs, wants, interests and opinions							
Questions, clarification and understanding	<ul style="list-style-type: none"> ➤ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" ➤ To ask appropriate questions of others. 	<ul style="list-style-type: none"> ➤ Ask questions to find out more and to check they understand what has been said to them. ➤ To answer 'how' and 'why' questions about their experiences and in response to stories or events 	<ul style="list-style-type: none"> ➤ To begin to ask questions that are linked to the topic being discussed. ➤ To answer questions on a wider range of topics (sometimes may only be one word answers). 	<ul style="list-style-type: none"> ➤ I can answer and ask questions for clarification ➤ To show that they are following a conversation by asking relevant and timely questions ➤ To answer questions using clear sentences ➤ To begin to give reasoning behind their answers when prompted to do so. 	<ul style="list-style-type: none"> ➤ I can ask questions to improve my understanding of a text. ➤ To ask questions that relate to what has been heard or what was presented to them. ➤ To begin to offer support for their answers to questions with justifiable reasoning. 	<ul style="list-style-type: none"> ➤ I can ask reasoned questions to improve my understanding of a text. ➤ To generate relevant questions to ask a specific speaker/audience in response to what has been said. ➤ To regularly offer answers that are supported with justifiable reasoning. 	<ul style="list-style-type: none"> ➤ I can ask questions to improve my understanding. ➤ To ask questions which deepen conversations and/or further their knowledge. ➤ To understand how to answer questions that require more detailed answers and justification 	<ul style="list-style-type: none"> ➤ I can ask specific reasoned questions to improve my understanding. ➤ To regularly ask relevant questions to extend their understanding and knowledge ➤ To articulate and justify answers with confidence in a range of situations
Key Stage end point	<p>ELGs</p> <ul style="list-style-type: none"> ➤ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; ➤ Make comments about what they have heard and ask questions to clarify their understanding; ➤ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ➤ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ➤ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ➤ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 				<p>National Curriculum Year 1-Year 6 - Build skills in these areas across the curriculum in all year groups:</p> <ul style="list-style-type: none"> ➤ 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, role play/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 			