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National Curriculum Aims and Objectives – Speaking and Listening

- 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 using 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 responding thoughtfully to drama and theatre performances.
- Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

	EYFS	Year 1 / 2	Year 3 / 4	Year 5 / 6

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Listen and respond appropriately to adults and their peers	• following instructions involving several ideas or actions • answering 'how' and 'why' questions about their experiences and in response to stories or events • listening attentively in a range of situations • listening to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions • giving attention to what others are saying and responding appropriately, while engaged in another activity	• listening and responding to the speaker making simple comments and suggestions • making helpful contributions when speaking in turns, in pairs and in small groups	• responding to a speaker's main ideas, developing them through comments and suggestions • building on ideas shared • working in a variety of group situations following appropriate etiquette for group dynamics	• showing a clear understanding of the main points of a conversation / discussion • articulating and developing the speaker's ideas in different ways • referencing others' comments when articulating own ideas • participating in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group
Ask relevant questions to extend their understanding and knowledge	• explains own knowledge and understanding, and asks appropriate questions of others.	• asking questions that link clearly to the topic being discussed • showing that the conversation is being followed through the questions that are asked	• generating questions to asking a specific speaker / audience in response to a talk / conversation • asking questions in direct response to something heard / presented	• spontaneously asking questions which develop the conversation and take ideas or knowledge further

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Use relevant strategies to build their vocabulary	• uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	• listening to and using new vocabulary to develop their own vocabularies • using this vocabulary in a variety of meaningful contexts • thinking of alternatives for simple vocabulary choices	• developing their individual vocabulary using words heard and seen in their reading and across curriculum subjects • using new vocabulary within the correct context • discussing a wider range of topics which are perhaps unfamiliar to own direct experience	• using vocabulary appropriately and for effect • using appropriate terminology linked to other curriculum subjects • talking about abstract concepts using a rich and varied vocabulary to articulating ideas and emotions
Articulate and justify answers, arguments and opinions	• explains own knowledge and understanding, and asks appropriate questions of others.	• answering questions clearly in sentences • giving a reason for their answering when asked • exploring why they have certain thoughts or opinions	• giving answers to questions that are supported by justifiable reasons • supporting own ideas and opinions with explanation	• sustaining an argument and following a train of thought, returning to main ideas throughout the course of the conversation • presenting ideas / opinions coherently , supported with reasons

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Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	• develops own narratives and explanations by connecting ideas or events • uses past, present and future forms accurately when talking about events that have happened or are to happen in the future • **children express themselves effectively, showing awareness of listeners' needs.**	• describing their immediate world and environment • talking about themselves clearly and confidently • retelling simple stories / recounts	• developing ideas and feelings through sustained talk • organising what they want to say so that it is clear to the listener • giving descriptions • recalling events and stories • recount experiences with some added detail to engage the listener	• talking about feelings, thoughts and ideas with some detail to make meaning explicit • presenting information clearly and in an appropriate form to the listener • planning and presenting information verbally, selecting the appropriate format and style to match the purpose • sustaining a longer conversation about a given topic
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	• **they are confident to speak in a familiar group, will talk about *their ideas***	• remaining focused on a conversation when not directly involved • recalling the main points when questioned	• showing through the contributions made and questions asked that they have followed a conversation	• summarising another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard

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Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	• extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	• offering ideas and suggestions based on what has been heard, for example in response to reading watching an experiment	• developing ideas and expanding on these, building on what others say • adapting these ideas in light of new information	• offering ideas and support these with reasoning • being prepared to change these as new information comes to light and making reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus
Speak audibly and fluently with an increasing command of Standard English	• **they use past, present and future forms accurately when talking about events that have happened or are to happen in the future.**	• speaking clearly when talking in class • speaking in grammatically correct sentences	• speaking to a wider audience e.g. whole school in assembly • adapting speaking style to suit the audience	• articulating thoughts clearly when presenting to a range of audiences • adopting a formal / informal tone as appropriate to the situation

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Participate in discussions, presentations, performances, role play/improvisations and debates	• **they develop their own narratives and explanations by *connecting ideas or events.*** • 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.	• knowing when it is their turn to speak in a simple presentation / discussion • taking part in role play to find out about different characters and situations • taking different roles in a drama / role play to explore how others felt about a character's actions	• preparing and presenting information orally • participating in discussions by listening to others and building on from what has been said • participating in drama, improvisation and role play activities, showing an understanding of a character by choice of vocabulary to indicate feelings and emotions	• presenting information in a variety of ways to a range of audiences • taking an active role in discussions, taking on specific roles and taking responsibility to ensure that a discussion remains focused • performing to wider audiences combining words, gestures and movement • participating in debates, following appropriate etiquette, and conventions

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Gain, maintain and monitor the interest of the listener(s)	• expresses themselves effectively, showing awareness of listeners' needs	• speaking clearly so that the listener can hear what is said • organising thoughts into sentences before expressing them • choosing words to add interest or detail	• adapting language, tone and style to suit the purpose of the listener • planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener	• being aware of the listener and adapting talk to maintain the listener's interest • expressing and explaining relevant ideas with some elaboration to make meaning explicit • maintaining control and effective organisation of a talk to guide the listener • adapting vocabulary, grammar and non-verbal features to maintain listener's interest
Consider and evaluate different viewpoints, attending to and building on the contributions of others		• knowing that different people have different ideas / responses and recognise that these are as valuable as their own	• taking account of the viewpoints of others when building own arguments and offering responses	• making reference to the viewpoints of others, providing supporting evidence or counterbalancing these with their own opinions
Select and use appropriate registers for effective communication	• listens and responds to ideas expressed by others in conversation or discussion.	• notices how different speakers talk and consider why this might be the case	• beginning to adapt suitable styles of delivery dependent on tasking / audience • recognising how language choices vary in different situations	• explaining how language use varies in different situations, reflecting this understanding in the choices made for delivering talk