



Curriculum Expectations:

Level Expected at the End of EYFS	Years 1 - 6 National Curriculum Expectations
<p>We have selected the Early Learning Goals that link most closely to the Speaking and Listening National Curriculum to ensure progression of skills:</p> <p>Communication and Language ELG</p> <ul style="list-style-type: none"> • Listening, Attention and Understanding: 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. • Speaking: 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>Pupils should be taught to:</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

Our aim is to ensure that, by the end of Year 6, all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At Archbishop Cranmer, we have developed a progression of skills document which breaks down the National Curriculum expectations into a series of statements for each year group. These are used to support planning and teaching to ensure children build on key skills year on year to achieve the above expectations.

Intent

“The way we communicate with others and with ourselves ultimately determines the quality of our lives.” (Tony Robbins)

Our intention is for children to:

- Express their opinions, articulate feelings and listen to and respond appropriately in a range of situations;
- Participate with different groups of children to present ideas with confidence, valuing the views of others;
- Speak audibly and confidently before an audience (for example when leading class and whole-school worship; when performing in school plays).

Implementation

Approaches to teaching and learning encourage pupils to voice their ideas in small group and class discussions, as we recognise that sharing and explaining concepts with peers enhances learning. Staff model the use of higher level vocabulary within their speech and expanding children’s vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including them in their work.

Reading sessions encourage pupils to explore unfamiliar vocabulary and expand their knowledge of words. Staff model correct grammar in speech and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly.

Drama is used across the curriculum to explore and engage children in their learning. This gives children the chance to embed vocabulary in shared activities. Each class leads worship once a year for parents, at least once a year in church and individual pupils lead class worship on a weekly basis.

Our annual Off By Heart Poetry competition encourages all children across school to learn a well-known poem off by heart and perform this in front of their peers, practising use of intonation. By the time our pupils leave Archbishop Cranmer, they will have learnt up to 7 poems of increased complexity. Our curriculum focuses on ensuring our pupils understand the content, vocabulary and meanings behind the poems, as well as ensuring exposure to effective modelling of intonation, expression and performance.

Impact

In a safe and encouraging environment, children develop into confident communicators who illuminate the goodness in each other by listening, speaking with kindness and empathy and explaining with clarity and confidence. Children recognise that speaking and listening can lie at the heart of conveying character, and that through speaking and listening effectively, misunderstandings can be addressed and relationships enhanced.



Archbishop Cranmer C of E Primary Academy
Speaking and Listening Progression of Skills/ Knowledge



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and respond appropriately to adults and their peers	<p>Understand how to listen carefully and why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG:</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>	<p>Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation</p> <p>I can listen to the teacher in my classroom and ignore other people or noises.</p> <p>Understand 2-3 part instructions that may include time concepts, for example using 'first', 'before', 'after' or 'when'</p> <p>I can understand instructions that tell me the order I have to do something.</p>	<p>Know the key points they need to focus on in order to answer a question</p> <p>I can find the most important parts in a spoken question.</p> <p>Understand complex 2-3 part instructions</p> <p>I can understand long instructions where I have to do several different things.</p>	<p>Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps)</p> <p>I can listen to tricky information and find the important parts.</p> <p>Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed.</p> <p>I can understand why I must follow a teacher's instruction and what will happen if I do not do this.</p>	<p>Listen to information, work out which elements are key and make relevant, related comments</p> <p>I can listen to information, know the important parts and comment on it.</p> <p>Infer meanings, reasons and make predictions '</p> <p>I can work out what could happen next even when the teacher has not told me.</p>	<p>Listen to complex information and identify key elements and make relevant, related comments '</p> <p>I can listen to complex information, know the important parts and respond to it.</p> <p>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said.</p> <p>I can work out when a message has a different meaning.</p>	<p>Understand the key points made by a number of speakers and to compare different points of view</p> <p>I can listen to information from different people and compare different points of view.</p> <p>Appreciate sarcasm when it is obvious.</p> <p>I can recognise when someone does not mean exactly what they say.</p>

<p style="text-align: center;">Ask relevant questions to extend their understanding and knowledge</p>	<p>Ask questions to find out more and check they understand what has been said to them.</p> <p>ELG: 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. Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Ask questions to find out things using 'how' and 'why' when prompted.</p> <p>I can find things out by asking how and why questions.</p>	<p>Ask a range of different types of questions to find out specific information including 'how' and 'why'</p> <p>I can ask lots of different types of questions to find things out.</p>	<p>Ask a range of different types of questions to find out specific information including 'how' and 'why'</p> <p>I can ask relevant questions.</p>	<p>Able to use a series of questions to keep a conversation flowing.</p> <p>I can ask a series of questions to have a conversation.</p>	<p>Use follow up questions linked to answers that have just been given</p> <p>I can ask a variety of follow up questions to find out more about the initial answer / information given.</p>	<p>Understand and use different types of questions: open, closed, rhetorical</p> <p>I can understand and use lots of different types of questions.</p>	
		<p>Be aware when they haven't understood something and be able to say for example 'I don't understand' (with no further elaboration).</p> <p>I can say 'I don't understand' when I'm stuck.</p>	<p>Recognise when a message is not clear and be able to provide some information about why.</p> <p>I can tell someone when I don't understand something and why I didn't understand it.</p>	<p>Be aware when they haven't understood something because of the vocabulary used and ask a general clarification question.</p> <p>I can tell someone when I don't understand all the words that they have used and ask them about it.</p>	<p>Be aware when they can't remember and ask for an explanation.</p> <p>I can say when I can't remember certain words and ask for an explanation.</p>	<p>Ask a clarification question that requires the speaker to elaborate on what they have said.</p> <p>I can ask a specific question so that the speaker clarifies what s/he meant.</p>	<p>Identify clearly when they haven't understood and be specific about what additional information they need.</p> <p>I can ask a specific question to work out what piece of a message I don't understand.</p>	
		<p>Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases. Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Able to group and name members of categories and to suggest possible category names</p> <p>I can sort things into groups and give each group a name.</p>	<p>Recognise when they haven't understood a word or words and be able to provide some information about why</p> <p>I can tell someone when I don't understand something and why I didn't understand it.</p>	<p>Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes</p> <p>I try to use new topic vocabulary in my answers.</p>	<p>Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding</p> <p>I can tell someone when I can't remember the right word to use. I can ask a question to help me.</p>	<p>Incorporate topic vocabulary into their written and spoken work</p> <p>I can use topic vocabulary accurately in my spoken answers and written work.</p>	<p>Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. cooperate, analyse) but the meaning might not be accurate</p> <p>I try to use 'learning' words when I am talking about my work.</p>
			<p>Able to guess the word from clues, or give others clues using shape, size, function, etc with support.</p> <p>I know what someone is describing when they give me some clues. I can give clues about a word for someone to guess.</p>	<p>Able to compare words by the way they look, sound or their meaning for example bare/ bear, two/to/too, and begin to comment on this .</p> <p>I can talk about words that look or sound the same. I can talk about words that have the same meaning.</p>				

Articulate and justify answers, arguments and options	ELG: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly.	Use language consistently to express likes and dislikes	Use simple conjunctions to justify or explain something	Give reasons and explanations for choices and viewpoints in class discussions	Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan	Able to use complex sentences and link by meaning to present ideas logically	Able to use language to negotiate with others, to explain options available and to predict possible outcomes
		I can use a sentence to tell someone when I am not happy.	I can explain things using a sentence with 'because' or 'when'.	I can give a reason for what I think in a class discussion.	I can summarise and explain my group's discussion.	I can share information with other people so that they can understand me clearly.	I can explain, negotiate and predict possible outcomes.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasing matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Sings a range of well-known nursery rhymes and songs. Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity	Take turns to talk, listen and respond in two way conversations and groups	Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils	Able to sustain a conversation by giving reasons and explaining choices and views	Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others
		I can listen carefully when I am in a group.	I can listen carefully in a group and take turns in a discussion.	I can start a conversation with school visitors or other pupils in my school.	I can add to a conversation by explaining my thinking to other people.	I can ask questions and make helpful comments to help keep a conversation going.	I can share my opinions with other people and listen and respond to what they think.

Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings

<p>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Able to use early 'story language'</p>	<p>Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order</p>	<p>Tell a story with a clear structure including the setting and ideas linked in different ways'</p>	<p>Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point</p>	<p>Include a subplot in telling stories and recalling events before resolving the main storyline</p>	<p>Tell elaborate entertaining stories which are full of detailed descriptions</p>
	<p>I can start stories using 'Once upon a time ...' or 'One day, ...'</p>	<p>I can tell stories that are easy to understand.</p>	<p>I can tell stories using conjunctions and include details about who, when and where.</p>	<p>I can tell exciting stories using a clear plot and good vocabulary.</p>	<p>I can tell stories with a subplot.</p>	<p>I can tell a story with a subplot and lots of detail with varied vocabulary.</p>
	<p>Use language to talk through a series of steps for example for simple problem solving</p>	<p>Describe in 2-3 sentences how to solve a problem</p>	<p>Discuss how a character may be feeling and why</p>	<p>Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased</p>	<p>Present a point of view using persuasive language</p>	<p>Share ideas and information, give and receive advice, offer and take notice of the opinion of others</p>
	<p>I can talk about the things I need to do so that I can complete a task.</p>	<p>I can explain how I solved a problem.</p>	<p>I can talk about why I think the character feels a certain way.</p>	<p>I can explain things that have happened to me or people I know including how I or other people felt.</p>	<p>I know how to try to make people agree with me when I am talking to them.</p>	<p>I can listen to other people's opinions and share mine.</p>
	<p>Able to join sentences using 'and'</p>	<p>Able to use conjunctions to increase the length and grammatical complexity of sentences</p>	<p>Able to use conjunctions to increase the length and grammatical complexity of sentences</p>	<p>Able to use fronted adverbials to increase the length and grammatical complexity of sentences</p>	<p>Use complex sentences and conjunctions to link ideas together in order to present ideas logically</p>	<p>Use long and complex sentence structures in class and other situations</p>
	<p>I can join sentences using 'and'.</p>	<p>I can use 'because' or 'when' to make my sentences longer.</p>	<p>I can use 'before, after, while' and 'so' to make my sentences longer.</p>	<p>I can begin my explanations or story sentences with phrases using 'later, before, after, while'.</p>	<p>I can use long sentences to talk about my ideas.</p>	<p>I can use varied and interesting vocabulary to make my sentences longer in a variety of situations.</p>

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Ask questions to find out more and to check they understand what has been said to them. Make comments about what they have heard and ask questions to clarify their meanings. 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 where appropriate.	Use language to talk self through steps required in simple problem solving I can talk about the things I need to do so that I can complete a task.	Accurately predict what will happen in a story or retelling of an event I can talk about what will happen next in a story or something that happened.	Understand how language is used to investigate and reflect on feelings	Able to discuss cause and effect	Able to use complex sentences and to present ideas logically	Use inference, reasoning and prediction skills

Speak audibly and fluently with an increasing command of standard English	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	Produce speech that is clear and easy to understand, with only a few immaturities I can say most speech sounds clearly.	Produce speech that is consistently clear and easy to understand, with very few immaturities I can say most speech sounds clearly.	Produce speech that is consistently clear and easy to understand I can say all speech sounds clearly.	Produce speech that is consistently clear and easy to understand I can say all speech sounds clearly.	Produce speech that is consistently clear and easy to understand I can say all speech sounds clearly.	Produce speech that is consistently clear and easy to understand I can say all speech sounds clearly.
		Able to say words accurately with 3 syllables or less I can say words with up to 3 syllables clearly.	Able to say words with 4 or more syllables fairly consistently I can say words with up to 4 syllables clearly.	Able to say words of any length with accuracy I can say polysyllabic words clearly.	Able to say words of any length with accuracy I can say polysyllabic words clearly.	Able to say words of any length with accuracy I can say polysyllabic words clearly.	Able to say words of any length with accuracy I can say polysyllabic words clearly.
		Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds I can make sentences about what is happening now, what has happened and what will happen.	Able to manipulate sounds in words such as deleting sounds from words I know there are some words only use with friends.	Use phonological awareness skills when spelling, although some mistakes may still be made I can use changes in my voice to make my meaning even clearer.	Secure phonological awareness skills I can talk politely with school visitors.	Secure phonological awareness skills I can talk using standard English when appropriate.	Secure phonological awareness skills I can choose vocabulary appropriate to formal or informal situations.
		Able to use appropriate tenses and word order	Know that there are some terms or expressions that are only used amongst friends	Able to signal punctuation and emphasise meaning through the use of intonation	Use formal language when appropriate in some familiar situations	Use appropriately different words and phrases, from how people in that area normally talk, and standard English	Able to re-phrase what they want to say according to the audience

Participate in discussions, presentations, performances, role play, improvisations and debates	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. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Remember their words and speak clearly in short presentations, performances and role play	Take turns to talk, listen and respond in two way conversations and groups	Respond to the opinions of others in the group	Able to take on group roles to discuss with peers <i>e.g. able to act as the chairperson or the note taker in a group.</i>	Able to take turns, listening carefully to others and politely agreeing or disagreeing with them	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others
		I can speak clearly in presentations, performances and role plays when I have just got a bit to say.	I can listen carefully in a group and take turns in a discussion.	I can say something about what other people think.	I can take different roles in a group discussion, e.g. leader or note taker.	I can listen carefully to others and politely agree or disagree with them.	I can share my opinions with other people and listen and respond to what they think.
						Able to present a point of view by presenting evidence and using persuasive language with familiar topics	Able to present a point of view by presenting evidence and using persuasive language with academic topics
						I can use persuasive language when presenting my thoughts and ideas.	I can use persuasive language when presenting my thoughts and ideas about topics I am learning about.
Gain, maintain and monitor the interest of the listener(s)	Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Able to initiate a conversation with a class visitor by using prepared questions	Usually able to keep to topic in a conversation	Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils	Add or omit detail according to how much is already known by the listener	Realise when the listener doesn't fully understand and try to help them	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others
		I can ask a class visitor questions that I have already thought of.	I can talk to others and stay on the same topic.	I can start a conversation with school visitors or other pupils in my school.	When I talk to people, I usually know how much information they need.	I can repeat or re-phrase what I have said to help someone understand me.	I can share my opinions with other people and listen and respond to what they think.
			Can be easily prompted to move on if they are talking too much	Exaggerate to make a story more interesting	Use intonation to give added emphasis	Is able to use humour effectively	Sophisticated use of questions to help conversation flow
			I can let someone else take a turn in a conversation when prompted.	I can exaggerate to make my stories more exciting.	I can make my reading or talking sound more interesting by how I use my voice.	I can use language to make people laugh.	I can use lots of different types of questions in a conversation.
Consider and evaluate different viewpoint, attending to and building on the contributions of others	Express their feelings and consider the feelings of others.	Respond to points of interest when listening to contributions of others	Ask lots of questions to find out information and respond appropriately to the answers	Able to understand another's point of view and show whether they agree or disagree	Able to identify and reflect on key points of what they have just been told	Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said	Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise
		I can make a comment when talking to other people.	I can ask questions to find out information and use information from the answers to make my response.	I can tell someone when I agree with their opinion and when I don't agree.	I can follow complicated information that someone is sharing and remember the important points.	I can work out when a message has a different meaning.	I can summarise what other people suggest or think and make my own suitable suggestions based on this.

Select and use appropriate registers for effective communication		imitate popular language.	Know that there are some terms or expressions that are only used amongst friends.	Aware of the need to use more formal language with adults.	Understand and use popular colloquial expressions	Use appropriately different words and phrases, from how people in that area normally talk, and standard English	Able to re-phrase what they want to say according to the audience
		I can use expressions that I hear other people using.	I know there are some words I only use with friends.	I can use polite language when I am talking to adults.	I know lots of phrases that only people my age would use.	I can talk using standard English when appropriate.	I can choose vocabulary appropriate to formal or informal situations.