


	EYFS	Key Stage 1	Lower Key Stage 2			Upper Key Stage 2	
	<p><i>Throughout their primary school years all children should learn to:</i></p> <ul style="list-style-type: none"> <li>• Understand, recall and respond to speakers' implicit and explicit meanings.</li> <li>• Explain and comment on the speakers' use of language, including grammar, vocabulary and non-verbal features.</li> <li>• Speak competently and creatively for different purposes and audiences, reflecting on impact and response.</li> <li>• Explore, develop and sustain ideas through talk.</li> </ul>						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	<ul style="list-style-type: none"> <li>• Enjoy listening to and using spoken and written language, and readily turn it into play and learning.</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Use language to imagine and recreate roles and experiences.</li> <li>• Speak clearly and audibly with confidence and control, and show awareness of the listener.</li> <li>• Extend their vocabulary, exploring the meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to speak about matters of immediate interest.</li> <li>• To convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.</li> <li>• To ask relevant questions.</li> <li>• Retell stories, ordering events, using story language.</li> <li>• Interpret a text by reading aloud with variety, pace and emphasis.</li> <li>• Experiment with, and build new stores of words to communicate with in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak with clarity and use appropriate intonation when reading and reciting.</li> <li>• To begin to be aware that in some situations a more formal vocabulary and tone of voice are used.</li> <li>• To begin to use Standard English and understand when it is used.</li> <li>• To begin to show confidence in speaking and listening, particularly where the topics interest.</li> <li>• To speak clearly when developing and explaining their ideas and use a growing vocabulary.</li> <li>• Tell real and imagined stories, using the conventions of familiar story language.</li> </ul>	<ul style="list-style-type: none"> <li>• To show understanding of the main point through asking relevant comments and questions.</li> <li>• To begin to adapt what they say to the needs of the listener.</li> <li>• To develop their use of Standard English and understand when it is used.</li> <li>• Sustain conversation, explain or give reasons for their views or choices.</li> <li>• Develop and use specific vocabulary in different contexts.</li> <li>• Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond appropriately on the contributions of others in light of alternative viewpoints.</li> <li>• Tell stories effectively and convey detailed information coherently for listeners.</li> <li>• To maintain the use of Standard English and understand when it is used.</li> <li>• Use and reflect on some ground rules for sustaining talk and dialogue.</li> <li>• Offer reasons and evidence for their views, considering alternative options.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a story using notes designed to cure techniques, such as repetition, recap and humour.</li> <li>• Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</li> <li>• Use and explore different question types.</li> <li>• Participate in whole class debate using the conventions and language of debate, including Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of oral techniques to present persuasive arguments and engaging narratives.</li> <li>• Use the techniques of dialogic talk to explore ideas, topics or issues.</li> <li>• Use Standard English consistently in formal situations and promote, justify or defend a point of view using supporting evidence, examples and visual aids, which are linked back to the main argument.</li> <li>• Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas.</li> </ul>

<h1 style="text-align: center;">Listening</h1>	<ul style="list-style-type: none"> <li>• Listen with enjoyment and respond to stories, songs and other music, rhymes and poems, and make up their own stories, rhymes and poems.</li> <li>• Sustain attentive listening, responding to what they have heard by relevant comments, questions and actions.</li> <li>• Extend vocabulary, exploring the meanings and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain attention and participate.</li> <li>• To listen to others and usually respond appropriately.</li> <li>• Listen with sustained concentration, building new words in context.</li> <li>• Listen to and follow instructions accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen carefully to others in class and respond with increasing appropriateness to what others say.</li> <li>• Follow instructions and ask relevant questions.</li> <li>• Listen to input from an adult, remember some specific points and identify what they have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>• To speak and listen confidently in different contexts, exploring and communicating ideas.</li> <li>• Follow up others' points and show whether they agree or disagree in whole class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a speaker, make notes on the talk and use notes to develop role-play.</li> <li>• Compare the different contributions of music, words and images in short extracts from TV programmes.</li> <li>• Investigate how talk varies with age, familiarity, gender and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different question types and evaluate impact on audience.</li> <li>• Identify some aspects of talk, which vary between formal and informal occasions.</li> <li>• Analyse the use of persuasive language.</li> <li>• Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and evaluate how speakers present points effectively through use of language and gesture.</li> <li>• Listen for language variation in formal and informal contexts.</li> <li>• Identify the ways spoken language varies according to differences in context and purpose of its use.</li> <li>• Identify the main methods used by presenters to explain, persuade, amuse or argue a case (eg) emotive language</li> </ul>
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**Enrichment Opportunities:**

- Class Assemblies
- Nativity and KS1 / KS2 productions
- Pupil Parliament speeches
- Head boy / girl speeches

**SEND Provision:**

- Rules of good listening displayed, taught, modelled and regularly reinforced.
- Pupils aware of pre-arranged cues for active listening (eg) symbol, prompt card.
- Pupil's name or agreed cue used to gain an individual's attention – and before giving instructions.
- Key words / vocabulary emphasised when speaking and displayed visually with picture cues.
- Range of multi-sensory approaches used to support spoken language (eg) symbols, pictures, concrete apparatus, artefacts, and role-play.
- Prompt cards using a narrative framework used to support understanding of question words (colourful semantics)
- Talk buddy (or similar) to encourage responses.
- Parents advised of new vocabulary to that it can be reinforced at home.

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High expectations by all, for all, reflecting the example of Jesus

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Minimise use of abstract language.