

### Key Skills

Pupils will gain the skills needed for listening, following instructions, asking and answering questions and using newly learnt vocabulary and Standard English so that they are confident to express themselves in their community and the wider world.

## Speaking and Listening



	EYFS	KS1		LKS2		UKS2	
	Nursery & Reception	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Listening Skills	<p>30-50 months 40-60 months ELG</p> <p>They listen to others, one to one or in small groups, when a conversation interests them.</p> <p>They can shift their attention independently (e.g. stopping and listening to an adult talking).</p> <p>They listen and can follow simple one-step directions (if not intently focused on own choice of activity).</p> <p>They can repeat back their basic one-step instruction.</p> <p>They maintain attention, concentrate and sit quietly during an activity e.g. story-time.</p> <p>They can listen and do for short periods of time (two-channelled attention).</p> <p>They begin to understand humour, e.g. nonsense rhymes and jokes. They laugh at humorous stories that are read to them.</p>	<p>They listen to others in a range of situations and usually respond appropriately e.g. asking a question during show and tell to a small group of peers.</p>	<p>They listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p>	<p>They listen carefully and usually respond appropriately, mostly staying on topic, to adults and peers.</p> <p>They can repeat what has been said from careful, active listening.</p> <p>With prompts, they ask questions which are responsive to others' ideas e.g. in a small group structured debate.</p> <p>Pupils are able to generate their own responses and ideas in relation to the topic and can share this.</p>	<p>They listen carefully and respond appropriately to adults and peers.</p> <p>They stay on topic and are active listeners.</p> <p>Pupils can repeat back, and summarise, what has been said in their own words.</p> <p>With prompts, they ask questions that are responsive to others' ideas e.g. in a small group debate.</p> <p>Pupils are able to generate their own responses in relation to what they have heard and can share this.</p>	<p>They listen carefully in a range of different contexts and respond appropriately to both adults and their peers.</p> <p>Pupils can summarise what has been said in their own words.</p> <p>They stay on topic, and participate actively in collaborative conversations.</p> <p>They can ask open questions that are responsive to others' ideas, and actively share their own views e.g. in a structured debate.</p>	<p>They listen carefully in a range of different contexts, responding appropriately to both adults and peers, and make timely contributions.</p> <p>They are able to summarise others' views and can ask questions in response to these.</p> <p>They are able to generate their own views and responses relating to what they have heard.</p> <p>They participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>They listen, consider and evaluate different</p>

	<p>They can listen to, and follow, a story without pictures or props.</p> <p>They listen carefully in a range of situations.</p> <p>They can listen and respond to others whilst doing something at the same time, for longer periods of time.</p>						viewpoints, attending to and building on the contributions of others.
	<b>EYFS</b>	<b>KS1</b>		<b>LKS2</b>		<b>UKS2</b>	
	<b>Nursery &amp; Reception</b>	<b>Year 1 &amp; Year 2</b>		<b>Year 3 &amp; Year 4</b>		<b>Year 5 &amp; Year 6</b>	
<b>Following Instructions</b>	<p>They can respond to simple instructions, e.g. to put away an object.</p> <p>They are able to respond to two-step simple instructions. They may use picture prompts to support them carrying out the instruction.</p> <p>They are able to follow instructions involving several ideas or actions. They may use picture prompts to support them carrying out the instruction.</p>	<p>Pupils follow 2+ step instructions in different contexts e.g. when finishing work or drawing a picture.</p> <p>They can say what their instructions were.</p>	<p>Pupils follow 2+ step instructions in different contexts e.g. when finishing work or drawing a picture.</p> <p>They can repeat back their instructions.</p> <p>They ask for clarification if they are unsure, independently.</p> <p>They try to have a go themselves before asking for support.</p>	<p>Pupils follow 2+ step instructions in different, unfamiliar situations.</p> <p>They ask questions for more clarification.</p> <p>They have a go themselves before asking for support.</p>	<p>Pupils follow multi-step instructions in different, unfamiliar situations.</p> <p>They ask questions for more clarification.</p> <p>They have a go themselves before asking for support.</p>	<p>Pupils can follow complex, multi-step instructions in unfamiliar situations.</p>	<p>Pupils can follow complex, multi-step instructions in unfamiliar situations, the first time they are asked.</p>
	<b>EYFS</b>	<b>KS1</b>		<b>LKS2</b>		<b>UKS2</b>	

	<b>Nursery &amp; Reception</b>	<b>Year 1 &amp; Year 2</b>	<b>Year 3 &amp; Year 4</b>	<b>Year 5 &amp; Year 6</b>			
<b>Asking/Answering Questions</b>	<p>Children begin to understand 'why' and 'how' questions. They can answer simple questions about why/how something happens in their immediate world.</p> <p>They question why things happen and give explanations.</p> <p>They ask 'who, what, when and how' questions.</p> <p>They comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>They ask appropriate questions of others.</p> <p>They answer 'how' and 'why' questions about their own personal experiences.</p> <p>They can answer 'how' and 'why' questions from listening to stories.</p>	<p>Pupils ask simple questions linked to the topic being discussed.</p> <p>Pupils can answer questions about a wider range of topics (although this is easier if topics are linked to personal experiences). These answers can either comprise of short sentences, or one/two word answers.</p>	<p>Pupils show that they are listening by asking relevant questions.</p> <p>They begin to use full sentences to answer questions.</p> <p>Pupils are able to explain their reasoning behind their answers when asked specifically by an adult.</p>	<p>Pupils can ask relevant questions relating to what is presented to them, at an appropriate time.</p> <p>They speak in full sentences and can justify their answers with appropriate reasoning.</p>	<p><b>Pupils can ask relevant questions to extend their understanding and build vocabulary and knowledge.</b></p> <p>They generate relevant questions, thinking about the intended audience and purpose. They ask questions at an appropriate time.</p> <p>Pupils justify their reasoning with increasing fluency.</p>	<p>Pupils ask relevant questions to deepen their understanding and further their knowledge.</p> <p>They regularly generate relevant questions, thinking carefully about the intended audience and purpose. They regularly ask questions at an appropriate time.</p> <p>Pupils regularly justify their reasoning with increased fluency, without being prompted to.</p>	<p>Pupils regularly ask questions to deepen their understanding and further their knowledge.</p> <p>They articulate their questions and answers clearly, communicating appropriately to the intended audience.</p> <p>They answer questions with clarity and confidence, and can justify their answers with detail.</p>
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>			
	<b>Nursery &amp; Reception</b>	<b>Year 1 &amp; Year 2</b>	<b>Year 3 &amp; Year 4</b>	<b>Year 5 &amp; Year 6</b>			
<b>Vocabulary building and</b>	<p>Pupils start to use more complex sentences to link thoughts (e.g. using and, because).</p>	<p>Pupils use appropriate vocabulary to describe their</p>	<p>Pupils start to use subject-specific vocabulary.</p>	<p>Pupils speak with increasing confidence and fluency. They regularly speak in</p>	<p><b>Pupils speak audibly and fluently with an increasing command of Standard English.</b></p>	<p>Pupils speak audibly and fluently with a confident and increasing command</p>	<p>Pupils speak audibly, fluently and with full command of Standard English.</p>

<p>understanding/use of appropriate standard English</p>	<p>They begin to a range of tenses (e.g. stay, staying, will stay, stayed).</p> <p>They use, and build up, vocabulary focused on objects and people that are important to them.</p> <p>Pupils focus on vocabulary that reflects the breadth of their experiences.</p> <p>Pupils use past, present and future forms accurately when talking about events that have happened, or are to happen in the future.</p>	<p>immediate world and feelings.</p> <p>They regularly use simple coordination or subordination to link thoughts (e.g. using 'and' or 'because').</p> <p>They begin to recognise and think of synonyms and more interesting vocabulary choices.</p>	<p>They are able to think of words or phrases linked to the topic they are learning about.</p> <p>Pupils regularly use a range of subordination and coordination to link thoughts and feelings.</p> <p>They begin to adapt their language to the situation, considering if its formal or informal.</p> <p>They start to usually speak in grammatically correct sentences.</p>	<p>grammatically correct sentences.</p> <p>They begin to use vocabulary which is subject-specific and also audience-specific too.</p> <p>They are able to locate and recognise high quality, effective vocabulary in texts. They then try to use this in their own everyday speech, sometimes using the vocabulary correctly.</p> <p>Pupils are able to use their imagination and increasing vocabulary to discuss topics which they haven't personally experienced.</p>	<p>They use a range of grammatical techniques in speech e.g. varied, interesting adjectives, adverbial phrases and expanded noun phrases.</p> <p>They are able to recognise high quality, effective vocabulary in texts. With prompting, they use a dictionary to deduce its meaning. They then begin to use this in their own everyday speech, sometimes correctly.</p> <p>Pupils are able to alter their speech and vocabulary to match the level of formality of the situation.</p>	<p>of Standard English.</p> <p>Pupils regularly use a range of grammatical techniques in speech e.g. varied, interesting adjectives, adverbial phrases and expanded noun phrases.</p> <p>Pupils recognise high quality, effective vocabulary in texts that they read, or that are read to them. They then use this new vocabulary in their own everyday speech, often correctly.</p> <p>They regularly and effectively alter their speech and vocabulary to match the level of formality of the situation they are in.</p>	<p>Pupils recognise high quality, effective vocabulary in texts and make sense of this by using dictionaries to deduce its meaning. They then use it correctly within their speech. They have a range of strategies to build their vocabulary.</p> <p>Pupils use ambitious vocabulary which is appropriate to the topic, purpose and audience.</p> <p>They have a vast and rich vocabulary, and can now discuss abstract concepts more confidently and descriptively.</p>
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>			
	<b>Nursery &amp; Reception</b>	<b>Year 1 &amp; Year 2</b>	<b>Year 3 &amp; Year 4</b>	<b>Year 5 &amp; Year 6</b>			
<p>Drama/ Performance</p>	<p>Pupils begin to use intonation, rhythm and phrasing to make their meaning clear to others.</p> <p>They talk confidently with other children when playing, and happily communicate about their own home and community.</p>	<p>Pupils can speak clearly, and can be understood by themselves and others.</p> <p>They can speak in front of larger audiences e.g. in a</p>	<p>Pupils speak confidently within a group of peers. They are easily understood and their message is clear.</p>	<p>Pupils speak regularly in front of large audiences (e.g. class assemblies) and small audiences.</p> <p>Pupils read aloud to others. They</p>	<p>Pupils participate in discussions, presentations and performances.</p> <p>They regularly read aloud to others and take on board</p>	<p>Pupils regularly take part in discussions, presentations and performances.</p> <p>By adding expression and intonation, they</p>	<p>Pupils participate confidently in discussions, presentations, performances, role-play exercises and improvisations.</p>

	<p>They confidently speak to others about their own needs, wants, interests and opinions.</p> <p>They express themselves effectively, showing awareness of listeners' needs.</p> <p>Pupils speak confidently in a familiar group, and will talk about their own ideas.</p>	<p>show and tell session.</p> <p>They learn when it is their turn to speak and can take turns. They wait during small group presentations or performances.</p> <p>Pupils take part in a simple role play of a familiar story.</p>	<p>Pupils read aloud to others and rehearse reading sentences aloud e.g. for a class performance.</p> <p>They can take on different roles during a role play and can discuss how a character would be feeling. They can give reasons for this.</p>	<p>take note of feedback from others about how to improve.</p> <p>They take on different roles during drama activities/role-plays and use appropriate phrases for the characters, showing an understanding of the characters' emotions and personality.</p>	<p>feedback about how to improve,</p> <p>They use intonation when reading aloud, and consider punctuation. They can take on different roles during a drama performance, and can stay in character throughout.</p> <p>Pupils can take part in focused discussions, considering the language choices of other speakers and how this varies in different situations/contexts.</p>	<p>gain the interest of the audience.</p> <p>They actively use feedback from others to improve their speaking performances. They are able to give constructive criticism to others in order to improve their performances, too.</p> <p>Pupils show a confident grasp of role-play by adapting their phrases, posture, gestures and vocabulary choices to take on, and maintain, a character.</p>	<p>They gain, maintain and monitor the interest of the listener(s)</p> <p>They select and use appropriate registers for effective communication.</p>
	<b>EYFS</b>	<b>KS1</b>		<b>LKS2</b>		<b>UKS2</b>	
	<b>Nursery &amp; Reception</b>	<b>Year 1</b>	<b>&amp; Year 2</b>	<b>Year 3</b>	<b>&amp; Year 4</b>	<b>Year 5</b>	<b>&amp; Year 6</b>
Speaking for a range of different purposes	<p>Pupils can retell a simple past event in the correct chronological order (e.g. went outside, fell over).</p> <p>They use talk to: connect ideas, explain what is happening and what might happen next, and to recall past experiences.</p> <p>They use talk during role-play e.g. pretending the box is a castle.</p>	<p>Pupils recognise when it is their turn to speak in a discussion.</p> <p>They recognise that other people will have different responses to their own, and that these are equally as valuable.</p>	<p>Pupils continue to orally rehearse sentences before speaking.</p> <p>They talk about themselves, and their immediate family, clearly and confidently.</p> <p>They are able to orally recount experiences which</p>	<p>Pupils begin to organise what they have to say so that it has a purpose and clarity.</p> <p>Pupils consider how to engage their audience when retelling narratives, recounts or giving descriptions. They</p>	<p>Pupils organise what they have to say so that it is delivered with clarity and purpose. They add detail to actively engage their audience.</p> <p>Their recounts, narratives and descriptions contain specific detail, tailored to the audience.</p>	<p>Pupils give well-structured descriptions and explanations.</p> <p>They plan, organise and present information clearly with specific detail and content tailored to their audience. They begin to add</p>	<p>Pupils communicate confidently when speaking for a range of different purposes.</p> <p>They give well-structured and planned descriptions, explanations, presentations and narratives for</p>

	<p>They remember and talk about significant events which happened to themselves personally.</p> <p>They recognise and describe special times and events for their immediate friends and family. They are able to talk about why things happen and how things work.</p> <p>Pupils use language to imagine and recreate experiences during play.</p> <p>They link statements together to speak, and stick to a main theme.</p> <p>They are able to use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Pupils can introduce a storyline and narrative into their play.</p> <p>They use talk to explain their understanding.</p> <p>They initiate conversations with others, attend to and take account of what others say.</p> <p>They listen and respond to ideas expressed by others in conversation and discussion.</p> <p>Pupils develop their own narratives and explanations by connecting ideas or events through talk.</p>	<p>Pupils orally rehearse and organise their thoughts into sentences before expressing them aloud.</p> <p>They are able to describe their immediate world and environment.</p> <p>Pupils can retell simple stories out loud.</p>	<p>have happened to them, and can embellish them by adding interesting detail and adjectives. This detail begins to hold the interest of the listener.</p> <p>They are able to respond and offer ideas based upon what they have heard.</p> <p>They can engage in meaningful discussions that are focused on different topics.</p> <p>They remain focused throughout a discussion, even when not involved, and can recall the main points when asked.</p>	<p>add extra detail and give adjectives and adverbs to excite the listener.</p> <p>They engage in discussions, making relevant points or asking relevant questions to show they are focused.</p> <p>They consider others' viewpoints during discussions.</p>	<p>Pupils participate in debates and discussions. They are able to give their opinions on a range of topics.</p> <p>They make relevant points and ask relevant questions to gain further information.</p> <p>They show respect to others and begin to challenge others' ideas.</p> <p>In response to what they have heard, they are able to adapt their ideas and reorganise them when necessary.</p> <p>They are able to participate in meaningful discussions in all areas of the curriculum.</p>	<p>humour where appropriate. They participate in debates and use information/data to justify their reasoning.</p> <p>They also regularly participate in meaningful discussions in different areas of the curriculum. These are sustained and longer than previous discussions.</p> <p>They show respect to all involved in the debate or discussion, developing, agreeing and abiding by the rules set.</p> <p>They confidently ask questions, offer suggestions, challenge ideas and share their own opinions during discussions and debates, ensuring that they are an active participant.</p>	<p>different purposes. They are able to communicate with clarity to a range of audiences, tailoring their communication appropriately.</p> <p>They use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas.</p> <p>They are active participants of discussions and debates. They stay on topic and initiate communication.</p> <p>Pupils articulate and justify arguments, answers and opinions. They respond to comments with clarity and confidence. They are able to consider and evaluate different viewpoints, and can add to these, building on the contributions of others.</p>
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Blue text signifies statutory requirement.