

Speaking and listening - KS2

The NC AIMS are that all children should:

- 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 contribution of others
 - select and use appropriate registers for effective communication

The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

Listen and respond appropriately to adults	Maintain attention and participate actively in collaborative discussions	Ask relevant questions to extend understanding and knowledge	Consider and evaluate different viewpoints	Speak audibly & fluently with an increasing command of Standard English. Select and use appropriate register effectively.	Recite poetry rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading Progression)	Use relevant strategies to build vocabulary	Articulate and justify answers, arguments and opinions	Give well-structured descriptions, explanations and narratives for different purposes	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Participate in discussions, presentations, performances, role play/improvisations and debates
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Year 3

Listen and respond appropriately to adults

- Listen and respond to others making connected comments and begin to extend the points made by others

Maintain attention and participate actively in collaborative discussions

- Keep talk purposeful; stay on topic and begin to use gestures and intonation to further meaning

Ask relevant questions to extend understanding and knowledge

- Ask relevant questions in a widening variety of situations

Consider and evaluate different viewpoints

- Listen to others' views and preferences, agree next steps to take, and consider alternatives

Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively.

- Speak clearly using more sophisticated language to explain, justify and relay information
- With support, make more formal language choices when speaking to visitors and staff in school

Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)

- Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Use relevant strategies to build vocabulary

- Use newly introduced topic words and more adventurous vocabulary appropriately

Articulate and justify answers, arguments and opinions

- Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt

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

- Express personal feelings or recount experiences with clarity, and make clear connections between ideas and thoughts

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- Explore and imagine feelings within both story and real-life settings
- Express views and feelings and show the confidence to speculate on a range of possible outcomes

Participate in discussions, presentations, performances, role play/improvisations and debates

- Create and sustain a role for longer periods, adding greater detail to a role/character
 - Present and structure information in different ways

Year 4

Listen and respond appropriately to adults

- Listen to others, work out which information is important and make relevant and related comments

Maintain attention and participate actively in collaborative discussions

- Adapt language to engage and suit their audience e.g. vocabulary appropriate to an audience, intonation to engage, eye gaze, eye contact, well used gestures

Ask relevant questions to extend understanding and knowledge

- Begin to recognise the difference between open and closed questions and start to demonstrate that they can use/apply these appropriately

Consider and evaluate different viewpoints

- Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why

Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively.

- Speak clearly and fluently about a range of events
- Use complex sentences to communicate clearly and explain further
- In familiar situations, recognise for themselves when to use formal language

Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)

- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Use relevant strategies to build vocabulary

- Use a wider range of verbs and adverbs within their everyday and more formal speech, and begin to understand their effect

Articulate and justify answers, arguments and opinions

- Articulate and justify opinion on a character, event or situation in response to a question or prompt

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

- Present information or personal feelings in a structured way, with key ideas highlighted

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- Make predictions and speculate on possible outcomes, based on the information given and inferences made (within a widening range of situations - both familiar and unfamiliar)

Participate in discussions, presentations, performances, role play/improvisations and debates

- Sustain a role/scenario and show an understanding of the character through speech
 - Present information in a structured way and use specific vocabulary

Year 5

Listen and respond appropriately to adults

- Listen and respond to others and make contributions which add challenge to ideas

Maintain attention and participate actively in collaborative discussions

- Stay on topic and begin to be more selective about how much and which details to include in order to keep the listener interested

Ask relevant questions to extend understanding and knowledge

- Pose increasingly thoughtful questions to both their peers and to adults

Consider and evaluate different viewpoints

- Interpret and respond to different viewpoints by making relevant comments that build on the contributions of others

Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively.

- Begin to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however, etc.
 - Select the appropriate register in familiar situations

Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)

- Learn a wider range of poetry by heart
- 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

Use relevant strategies to build vocabulary

- Evaluate the effectiveness and impact of their own and others' word choices, e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates

Articulate and justify answers, arguments and opinions

- Articulate clearly and justify more complex opinions and answers about a character, event or situation

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

- Present information or personal feelings coherently, selecting memorable details including specific vocabulary

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- Use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect

Participate in discussions, presentations, performances, role play/improvisations and debates

- Develop a role and understand that the character will respond differently and display different 'sides' to themselves depending on the situation
 - Present information clearly using an introduction, relevant ideas and a conclusion.
 - Vocabulary is well-chosen and specific

Year 6

Listen and respond appropriately to adults

- Listen attentively to ideas and respond appropriately with positive comments, observant suggestions and challenges
 - Notice and comment not only on what is said, but how it is said

Maintain attention and participate actively in collaborative discussions

- Structure their talk to meet the needs of their listeners e.g. well-chosen/relative details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay effect)

Ask relevant questions to extend understanding and knowledge

- Understand and use different types of questions to suit different situations

Consider and evaluate different viewpoints

- Interpret and respond to different viewpoints by building on contribution of others and formulating questions to deepen understanding

Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively.

- Use complex sentence structures with confidence and is fluent and clear in a wide range of situations

- In a range of situations, adapt language style and register to suit the purpose
 - Adapt speech depending on the audience

Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)

- Learn a wider range of poetry by heart
- 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

Use relevant strategies to build vocabulary

- Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect

Articulate and justify answers, arguments and opinions

- Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others

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

- Adapt the structure of talk in ways which support meaning, and show attention to the listener

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- Use a wide range of vocabulary to speculate about possible outcomes in narrative and real-life situations

Participate in discussions, presentations, performances, role play/improvisations and debates

- Demonstrate the ability to adapt a character to different scenarios and be able to sustain a role effectively
 - Confidently vary grammar and vocabulary to suit the audience, purpose and/context