

Spoken Language*	KS2			
	Ideas for how each objective can be met are in red next to each objective			
	Year 3	Year 4	Year 5	Year 6
Listening Skills	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. – Listening in lessons, listening in assembly, responding to questions in class.</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. – Listening in lessons, listening in assembly, responding to questions in class.</p>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. – Listening in lessons, listening in assembly, responding to questions in class. Listening in groups and taking it in turns to contribute.</p>	<p>To make improvements based on constructive feedback on their listening skills. – Listening to other groups ideas and offering suggestions for feedback. Taking on board the advice of other children and then improving own speech and listening skills as a result of stated feedback.</p>

<p style="text-align: center;">Following Instruction</p>	<p>To follow instructions in a range of unfamiliar situations. -Start being given small step instructions and be able to follow them.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions. -Start to complete tasks that have been directed by an adult, ask clarifying questions at appropriate moments.</p>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p> <p>-Children follow day to day instructions without the need for these instructions to be repeated or broken into too many steps.</p>		
<p style="text-align: center;">Asking & Answering Questions</p>	<p>To ask questions that relate to what has been heard or what was presented to them. -Children start to ask simple questions related to the topic or lesson/topic in question.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p> <p>-Children start to back up their answers with learnt information or new knowledge they have acquired.</p>	<p>To generate relevant questions to ask a specific speaker/audience in response to what has been said.- Children can think of questions which clearly relate to the topic in question or are in response to something that someone has said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p> <p>-Children start to think of reasons for their answers and start to back up their answers with relevant evidence which matches the question that has been asked.</p>	<p>To ask questions which deepen conversations and/or further their knowledge. -Children ask questions which will enhance their knowledge and allow them to find out more about a particular topic rather than asking general questions.</p> <p>To understand how to answer questions that require more detailed answers and justification.</p> <p>-As children enter Y5, they will begin to develop more detailed answers to questions using more detailed evidence. This will need to be modelled to them.</p>	<p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers with confidence in a range of situations.</p> <p>-Children will automatically ask questions which will extend their understanding and knowledge.</p> <p>-Children will be able to articulate answers with detailed evidence that they have acquired or have researched.</p>

Drama, Performance & Confidence

To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.- Children will develop this through fluency lessons and through any role play or drama they complete in class.

To speak regularly in front of large and small audiences. - Class assemblies/choral poetry/debates/discussions in class will allow children to gain experience of this.

To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.

-be able to develop role playing skills, often based on a character in a story, showing an understanding of characters thoughts and feelings – popping themselves into the 'shoes' of a character.

To use intonation when reading aloud to emphasise punctuation.-Children should have this modelled to them, especially in fluency sessions.

To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.-Children have the opportunity for this during class assemblies, choral poetry and during role play sessions in class.

To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.- this could be developed through hot seating, role-play, role on the wall, conscience alley activities

To discuss the language choices of other speakers and how this may vary in different situations. -children can be supported to develop their discussion skills through the use of sentence stems, modelled discussions by teachers. Discussions around levels of formality within different contexts.

To narrate stories with intonation and expression to add detail and excitement for the listener.-This can be modelled particularly in reading sessions, where the teacher can model prosody, automaticity and expression when modelling fluency during each lesson.

To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.-Build in opportunities for children to provide feedback on their peers performances and enable them to understand the next steps to improve a performance.

To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. -Opportunities for children to role play different characters within a story to understand their motives and actions.

To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). -role play in class, class assemblies, choral poetry activities, performances at Christmas (signing). Various workshops throughout the academic year also.

To gain, maintain and monitor the interest of the listener(s). -Children will do this through the way they manipulate their vocabulary and intonation and the way they add expression to their voice in order to capture the interest of the listener.

To select and use appropriate registers for effective communication.-Children will develop an awareness of formality and register and will be able to select the correct register and most appropriate register for a particular situation/context.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary Building & Standard English</p>	<p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>To use relevant strategies to build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>To confidently explain the meaning of words and offer alternative synonyms</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking for a Range of Purposes</p>	<p>To organise what they want to say so that it has a clear purpose. -Children will use coherent sentences which are appropriate for their purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners. -Children will have the opportunities to share descriptions and narratives in an engaging way with their peers.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. Children will have the opportunities to share descriptions and narratives in an engaging way with their peers.</p> <p>To debate issues and make their opinions on topics clear. -Children will be given the opportunity to develop their own arguments and hold class debates around a particular topic.</p> <p>To adapt their ideas in response to new information. -Children can adapt their thinking and conversations based on new knowledge that they gain.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener. -holding class debates or explanations or presentations using detailed information which is relevant and appropriate for the audience in question. This could be done through wider curriculum lessons in the afternoons.</p> <p>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. -Hold a range of class debates around a variety of topics. This can sometimes be done in English lessons or in topic lessons if needed.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences. -Children need to be given a variety of opportunities to communicate in different ways to different members of the school community.</p> <p>To articulate and justify arguments and opinions with confidence. -Children should be given the opportunity to select information which is relevant and supports the arguments and opinions they want to make.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. -Children should be given a variety of opportunities in which to do this.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Children should be given a variety of opportunities in which to do this.</p>

				<p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus. -Children should have this modelled to them, they should be shown how to refer back to what they originally thought and then alter their thinking or ideas based on new information presented to them.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Participating in Discussion</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. This should be modelled to children so they know how to ask relevant questions.</p> <p>To take account of the viewpoints of others when participating in discussions.- Children should be modelled how to respect others opinions and how this can be shown orally.</p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. This should be modelled to children so they know how to ask relevant questions.</p> <p>To begin to challenge opinions with respect. -Children should be given the opportunity to challenge each other in respectful ways. This could be guided through the use of sentence stems.</p> <p>To engage in meaningful discussions in all areas of the curriculum.-Children should be given the opportunity to have discussions in lots of different areas of the curriculum to enable them to broaden and develop their discussion skills.</p>	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. - Develop classroom charters/discussions rules and regularly share with the class so these become embedded with the children.</p> <p>To engage in longer and sustained discussions about a range of topics. -Plan in opportunities for lots of discussion in all curriculum areas so that children are able to engage in sustained discussions and develop their skills regularly across the curriculum.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p> <p>-Children should be given opportunities to question the opinions of their peers and apply their developing discussion skills in a range of different contexts.</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand. -children will develop all of these skills through plentiful opportunities to have discussions about a wide range of topics.</p>