



Communication and Language/Speaking and Listening

The ability to speak and listen is fundamental to pupils' language and social development. The skill to communicate gives children the capacity to participate more fully in society. In addition the quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

DFE Communication and Language Definition: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

The National Curriculum highlights that by end of KS2 pupils should be taught to: -

- Listen and respond appropriately to adults and peers.
- Ask relevant questions to extend understanding and knowledge.
- Use relevant strategies to build vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including 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.
- Explain their understanding of books and other reading, and to prepare ideas before they write.
- Acquire a wide vocabulary.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- Use discussion in order to learn, elaborate and explain clearly understanding and ideas

	F1	F2	Year 1 Expected	Year 2 Expected	Year 2 Exceeding
Speaking audibly and fluently	<p>I can speak in sentences of 2/3/4 words</p> <p>I can begin to link simple sentences</p> <p>I can begin to hold a conversation</p> <p>I can explain in simple sentences what happened and what might happen</p> <p>I can use tense, intonation and rhythm to enhance meaning</p>	<p>I can speak in full clear sentences</p> <p>I can express myself clearly</p> <p>I can use conjunctions such and 'because' and 'and' when talking</p> <p>Children express themselves clearly.</p> <p>I can talk about something that has happened or might happen in the correct order</p> <p>I can use increased tense, intonation and rhythm to enhance meaning</p> <p>I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went'</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p>	Talk clearly and loudly enough to be understood by others.	Speak clearly and confidently in front of adults and peers.	Speak audibly and fluently with an increasing command of standard English.
Maintaining attention and staying on topic	<p>I can concentrate for short periods of time</p> <p>I can turn my head and focus on adults and friends as I speak and play, responding to comments</p>	<p>During conversations, children stick to a main theme.</p> <p>I can hold my attention for an increased amount of time</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound</p>	Maintain attention and stick within the main topic/theme when engaged in discussions.	Maintain attention and participate actively in collaborative conversations, staying on topic.	Actively participate in collaborative conversations, initiates, and responds appropriately to comments.
Build vocabulary	<p>I can use everyday words to talk about people I know</p> <p>I can remember and use new words, my vocabulary increases rapidly</p>	<p>Use everyday vocabulary linked to their daily life.</p> <p>I can explore new vocabulary, sounds and intonation.</p>	Learn and use new vocabulary linked to topics, texts and daily life.	<p>Acquire a wide range of vocabulary linked to topics, texts and daily life.</p> <p>Know when to use specific vocabulary</p>	<p>Vary the amount of detail and choice of vocabulary, depending on the purpose and audience.</p> <p>WORD AWARE</p>

	WORD AWARE	I can listen to, engage in and talk about selected non fiction to develop new knowledge and vocab WORD AWARE	WORD AWARE	WORD AWARE	
Explain understanding of books	I can identify characters in my favourite books I can follow a story with props and pictures	Answer 'how' or 'why' questions in response to stories. I can identify and talk about settings in books I can remember key points from a story told without props or pictures I can listen to a whole story and comment on what is happening, showing understanding I can talk about my favourite books	Can answer questions related to a story or other text and can talk about their own ideas.	Explain their understanding of books and other reading.	Confidently explain their understanding of books and other reading and prepare ideas before they write.
Retell stories	I enjoy listening to longer stories and can remember much of what happened I remember and join in with rhymes and stories I can join in with repeated refrains and anticipate key events	I can re-tell a familiar story, re-calling key points and repeated refrains I can retell a story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words (T4W) I have a bank of rhymes and stories that I can retell	Retell a well-known story, remember the main characters, and plot.	Retell a story using narrative language and linking words and phrases.	Retell a story using narrative language and add relevant detail.
Participate in different forms of S&L activities	I can engage in imaginary role play sometimes building stories around toys and objects Phonics daily	Introduce a story or narrative into their play. I can use vocabulary to express imaginary events in play. I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults	Begin to take part in discussions, presentations, performances and role-play.	Participate in discussions, presentations, performances, role-play and improvisations.	Confidently take part in discussions, presentations, performances, role-play, improvisations and debates. Use discussions to begin to elaborate and explain clearly understanding and ideas.

Speak to different audiences and purposes	<p>I can communicate effectively with my peers and familiar adults</p> <p>I can use language as a powerful means of widening contact, sharing feelings, experiences and thoughts</p>	<p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>I can talk in front of the class about a personal experience and can be understood</p> <p>I can change my voice when pretending to be in role as a character</p>	Adapt speaking for different roles e.g. when engaged in role-play scenarios.	Beginning to adapt speaking for different purposes and audiences e.g. during role-play or school play.	Understand how to speak for different purposes, (descriptions, explanations and narratives) and audiences and adapt appropriately.
Gain and maintain the interest of listener	I can use gestures when I talk	<p>I can use expression and intonation when I talk</p> <p>I can stick to a main theme during a discussion</p>	Hold attention when playing and learning with others.	Hold the attention of people they are speaking to by adapting the way they talk	Know when to adapt their speaking to hold the attention of their audience.
Ask questions	I can ask a simple question and wait for a response	<p>Ask simple questions including who, what, why, where and when questions.</p> <p>I ask questions to find out more and to check that I understand what has been said</p>	Ask relevant questions in order to get more information.	Ask relevant questions to extend understanding, get more information and clarify meaning.	Understand when to use questioning to clarify thinking or extend own knowledge and understanding.
Consider and evaluate different viewpoints	Listens to others on a 1-1 basis or in small groups, taking turns	<p>Listens to and responds to ideas expressed by others.</p> <p>Takes others ideas on board</p>	Listen to others and begin to consider the viewpoints of others with support.	Attentively listen to others and think about their viewpoints.	Consider and evaluate different viewpoints. Use spoken language to develop understanding through beginning to speculate, hypothesis, imagine and explore ideas.
Listen and respond skills	I can listen and respond to peers and familiar adults	<p>Waits for his or her turn when speaking to another person.</p> <p>I can have a 2 way conversation with another child and respond appropriately</p> <p>I can respond to a question with an appropriate answer</p> <p>I can play and listen to my friends at the same time</p> <p>I understand how to listen carefully and why listening is important</p>	Take turns when speaking during an activity or discussion.	Take turns when speaking without interrupting others and understand the importance of this.	Take turns when speaking without interrupting others and understand the importance of this for effective communication. Begin to articulate and justify answers, arguments and opinions.

		I know what it means to be a good listener I can listen to ideas expressed by others			
Following instructions	I can understand and follow a simple 1,2,3 step instruction I can understand and follow instructions including questions I can listen to and follow directions/prepositions	I can answer who, what, why and when questions I can respond to a string of requests one after another (not quickly)			