 LONGTON LANE PRIMARY SCHOOL

*‘Believe and Achieve’*

**SPEAKING AND LISTENING NON NEGOTIABLES - KS1**

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|  | **Speaking** | **Listening** | **Group Discussion** | **Drama** |
| **Y1** | Speaks clearly and with increasing confidence in order to convey simple meanings to an adult.  Retells simple narratives in the correct sequence using appropriate story language.  Recounts experiences and imagines possibilities often connecting ideas.  Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain/justify actions or events.  Shows awareness of the listener by making changes to language and non-verbal features. | Listens to others with sustained concentration and responds appropriately to adults and their peers through making relevant comments and suggestions.  Listens attentively in a larger group and makes appropriate contributions when speaking in turn, in pairs, and in small groups.  Listens to instructions and follows them accurately asking for clarification if necessary. | Works as a member of a group to recount a simple event and discuss matters of immediate interest. | Begins to use gesture to highlight meaning.  Adopts simple roles.  Identifies with and explores characters, trying out the language they have listened to. |
| **Y2** | Shows confidence in speaking, particularly where topics interest them.  Shows awareness of the needs of the listener by including relevant details.  Begins to give structured descriptions, explanations and narratives using vocabulary choices appropriate to the content of their talk. | Listens attentively to adults and peers, responds with increasing appropriateness to what others say through making developed and relevant comments and suggestions. | Participates in small collaborative discussions and begins to take on roles.  Develops and explains ideas beyond a simple statement.  Begins to be aware that in some situations a more formal vocabulary and tone of voice are required. | Begins to participate in simple role play which involves others, showing an understanding of character and events.  Speaks clearly and confidently using a growing vocabulary.  Begins to use gesture and props to create a character. |

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**SPEAKING AND LISTENING NON NEGOTIABLES- LKS2**

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|  | **Speaking** | **Listening** | **Group Discussion** | **Drama** |
| **Y3** | Gives structured descriptions, explanations and narratives for different purposes uses a range of vocabulary appropriate to the subject matter.  Explores ideas through speculating, hypothesising and imagining.  Uses appropriate vocabulary and begins to build their vocabulary using a range of strategies.  Begins to adapt what they say to the needs of the listener. | Listens and responds appropriately to adults and peers in a wide variety of contexts.  Formulates relevant responses on the basis of what has been said/heard.  Begins to gain and maintain the attention of the listener through staying on topic.  Begins to ask relevant questions to extend their knowledge and understanding. | Takes on straightforward roles and responsibilities in small group/ collaborative discussions.  Shows an understanding of the main points of group discussion. | Participates in simple role plays and conveys simple ideas about a character through making deliberate choices of speech, gesture and movement during drama performances.  Discusses props and costumes to add to a role. |
| **Y3/4** | Gives structured descriptions, explanations and narratives for different purposes uses a range of vocabulary appropriate to the subject matter.  Explores ideas through speculating, hypothesising and imagining.  Uses appropriate vocabulary and begins to build their vocabulary using a range of strategies.  Begins to adapt what they say to the needs of the listener. | Listens and responds appropriately to adults and peers in a wide variety of contexts.  Formulates relevant responses on the basis of what has been said/heard.  Begins to gain and maintain the attention of the listener through staying on topic.  Begins to ask relevant questions to extend their knowledge and understanding. | Takes on straightforward roles and responsibilities in small group/ collaborative discussions.  Shows an understanding of the main points of group discussion. | Participates in simple role plays and conveys simple ideas about a character through making deliberate choices of speech, gesture and movement during drama performances.  Discusses props and costumes to add to a role. |
| **Y4** | Gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  Builds their vocabulary using a range of relevant strategies.  Understands that their vocabulary and non-verbal gestures vary depending on the audience, purpose and context.  Shows an awareness of Standard English. | Sustains attentive listening  in a wide variety of different contexts and begins to make notes of key ideas.  Begins to gain, maintain and monitor the attention of listeners.  Can identify some key features of good presentation.  Asks a range of relevant questions to extend their knowledge and understanding. | Sustains designated roles and responsibilities during collaborative group discussions of varying sizes.  Participates constructively in conversation and debates.  Begins to articulate their opinion justifying reasons for choice with increasing confidence and clarity. | Begins to sustain a role for a period of time.  Begins to adapt different roles for different performances/scenarios.  Begins to develop ideas for performance including props, costume and sets. |

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**SPEAKING AND LISTENING NON NEGOTIABLES- UKS2**

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|  | **Speaking** | **Listening** | **Group Discussion** | **Drama** |
| **Y5** | Uses spoken language for a wide range of purposes including storytelling and persuasion.  Makes formal presentations, demonstrating to others and participating in debate.  Begins to speak audibly and fluently with an increased command of Standard English.  Begins to select the appropriate register for communication depending on the situation. | Maintains and monitors the interest of listeners when participating in collaborative discussions by staying on topic and initiating and responding to conversations appropriately.  Listens to different speakers and extracts relevant meaning. | Adopts group roles and responsibilities independently during collaborative discussions of varying sizes.  Articulates their opinions with confidence and clarity.  Picks up threads of an argument.  Manages collaborative tasks and negotiates disagreements.  Puts ideas to the vote. | Adopts, creates and sustains a range of roles responding appropriately through their understanding of character.  Performs scripted plays. |
| **Y6** | Uses spoken language for a wide range of purposes.  Makes formal presentations to a wider audience demonstrating to others and participating in debate.  Speaks audibly and fluently with an increased command of Standard English.  Selects and uses the appropriate register for effective communication. | Actively listens to others including the media, and distinguishes the way speakers use style, meaning and language.  Discerns nuances in stories or anecdotes. | Presents well-articulated arguments and opinions.  Facilitates collaborative discussions through independently attending to and building on the contribution of others.  Challenges views courteously. | Performs a range of roles confidently using appropriate dramatic conventions.  Improvises, devises and scripts drama for one another and a range of audiences attempting dramatic effects. |

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