

# National Curriculum Speaking & Listening objectives

Pupils should be taught to:

Objective	Y1	Y2	Y3/4	Y5/6
<b>Listen and respond appropriately to adults and their peers</b>	<ul style="list-style-type: none"> <li>• Look at who's talking to them.</li> <li>• Follow instruction whilst busy with another task.</li> <li>• Be able to follow 2 to 3 part spoken instructions – e.g. get your coat, then choose a partner and line up by the door.</li> <li>• Understand how or why questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand complex 2 or 3 part instructions including more abstract/imaginative situations e.g. choose a character from one story, talk to your partner about how they feel at the end of the story.</li> <li>• Understand key points they need to focus on in order to answer a question or follow an instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to information, work out what is the important information they need to convey to their audience.</li> <li>• Be specific when asking for clarification.</li> <li>• Infer meanings and make predictions from what's said and how it is said.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand sarcasm</li> <li>• Understand different types of questions – open, closed, rhetorical</li> <li>• Understand and use phrasal verbs appropriately e.g. 'putting up with'</li> <li>• Understand and enjoy jokes and recognise simple idioms.</li> </ul>
<b>Ask relevant questions to extend their understanding and knowledge</b>	<ul style="list-style-type: none"> <li>• Understand and answer how, what and why questions, with obvious, straight-forward answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask lots of questions to find out specific information including how and why.</li> <li>• 'Dig deeper' when questioning others to extend their knowledge.</li> <li>• Respond appropriately to the answers to their questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask question to seek additional information for clarification.</li> <li>• Beginning to understand that there is a logical sequence to asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use different question types i.e. open / closed/ rhetorical.</li> <li>• Keep conversations going with a range of people by asking relevant questions relating to the previous remark.</li> </ul>

Objective	Y1	Y2	Y3/4	Y5/6
<b>Use relevant strategies to build their vocabulary</b>	<ul style="list-style-type: none"> <li>• Understand that words can be put into categories e.g. animals, transport, characters</li> <li>• Recognise objects, characters and animals from a description.</li> <li>• Use words more specifically to make their meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to choose from a range of imaginative and descriptive words in sentences.</li> <li>• Be able to infer what a new word means by context.</li> <li>• Be able to use classroom resources to support language choices</li> </ul>	<ul style="list-style-type: none"> <li>• Use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sophisticated vocabulary that has multiple meanings and use mostly accurately but with occasional error.</li> <li>• Be able to select the most appropriate resource to support vocabulary choices.</li> </ul>
<b>Articulate and justify answers, arguments and opinions</b>	<ul style="list-style-type: none"> <li>• Show that they can use language to reason and persuade e.g. 'I think.....because....'</li> </ul>	<ul style="list-style-type: none"> <li>• Use more complicated grammar including using different ways to join phrases to help explain and justify ideas/events or opinions e.g. because, so, then.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc.</li> <li>• Link points made with appropriate conjunctions and connecting phrases to provide a coherent thread.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate an agreement explaining other possible outcomes and options.</li> <li>• Realise when people don't understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc.</li> </ul>

Objective	Y1	Y2	Y3/4	Y5/6
<b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</b>	<ul style="list-style-type: none"> <li>List events with some detail</li> <li>Retell favourite stories</li> <li>Describe events. These may not always be joined together or in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>Describe their own experiences in detail and in the correct order.</li> <li>Tell a story with important key components in place.</li> <li>Use conjunctions to link their ideas together.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate detail and chronology to include in their descriptions, explanations, narratives – increasingly aware of the need for brevity or extension.</li> </ul>	<ul style="list-style-type: none"> <li>Tell elaborate entertaining stories which are full of detailed descriptions</li> <li>Use appropriate language that is detailed to describe experiences that may have happened some time ago or are planned for the future making verb choices that accurately reflect the time-frame.</li> </ul>
<b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b>	<ul style="list-style-type: none"> <li>Start conversations with other people and join in with group conversations listening and responding to ideas expressed by others.</li> </ul>	<ul style="list-style-type: none"> <li>Take turns to talk, listen and respond in two-way conversations and groups.</li> </ul>	<ul style="list-style-type: none"> <li>Vary the tone of their voices to make story telling exciting and come to life.</li> <li>Understand the interests of the listener, e.g. ‘guess who I saw yesterday’</li> </ul>	<ul style="list-style-type: none"> <li>Manage and organise collaborative tasks with little adult supervision.</li> <li>Use appropriate expression and tone for the purpose and the audience.</li> </ul>
<b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b>	<ul style="list-style-type: none"> <li>Use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<ul style="list-style-type: none"> <li>Use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use appropriate language for a range of people in different situations. This is important for building friendships, e.g. complimenting or criticising, clarifying and negotiating.</li> </ul>	<ul style="list-style-type: none"> <li>Use speculative and hypothetical language to explore a range of ideas and situations</li> <li>Negotiate an agreement explaining other options and possible outcomes.</li> </ul>
<b>Speak audibly and fluently with an increasing command of Standard English</b>	<ul style="list-style-type: none"> <li>Produce speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation of certain sounds and some grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>Use speech that is usually clear and easily understood by others.</li> <li>Have a growing awareness of grammatically accurate Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Use grammatically accurate standard English</li> <li>Recognise the difference between formal and informal language.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use sophisticated language patterns and structures including in formal situations, demonstrating a good command of Standard English.</li> </ul>

Objective	Y1	Y2	Y3/4	Y5/6
<b>Participate in discussions, presentations, performances, role play, improvisations and debates</b>	<ul style="list-style-type: none"> <li>• Join in and organise role play with friends.</li> <li>• Play cooperatively and pretend to be someone else talking.</li> <li>• Re-tell favourite stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an imaginative range of descriptive words when engaged in role play.</li> <li>• Use speech that is consistently clear and easy to understand when presenting to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task</li> <li>• Vary their tone of voice to make role play/information more exciting.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate confidently in debate, understanding and sustaining the conversations and demonstrating a range of debating skills.</li> <li>• Instigate, participate and improvise appropriately in collaborative tasks</li> </ul>
<b>Gain, maintain and monitor the interest of the listener(s)</b>	<ul style="list-style-type: none"> <li>• Initiate conversations with others, understanding they need to look at the audience when they are speaking.</li> <li>• Give details that they know are important and will influence the listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to be aware of what the listener knows already and make checks while telling the story.</li> <li>• Take turns to talk, listen and respond in two-way conversations and groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Add detail or leave information out according to how much is already known by the listener.</li> <li>• Understand the interests of the listener and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell elaborate entertaining stories using expression and tone of voice to engage the listener.</li> <li>• Incorporate detail to engage and inform the listener across tasks that aren't always straightforward chronologies e.g. aside, flashback, counter-argument etc.</li> </ul>
<b>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b>	<ul style="list-style-type: none"> <li>• Listen to others, taking account of their opinions.</li> <li>• Take turns to speak to and with others</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully to others, asking lots of questions to find out specific information including 'how' and 'why'</li> <li>• Begin to recognise and value the opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Join in discussions using appropriate and relevant vocabulary.</li> <li>• Keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and explain situations and concepts to identify and evaluate the merits of other options and possible outcomes.</li> <li>• Negotiate agreement by sharing ideas and information, giving and receiving advice, offering an opinion and taking notice of the opinion of others.</li> </ul>

Objective	Y1	Y2	Y3/4	Y5/6
<b>Select and use appropriate registers for effective communication.</b>	<ul style="list-style-type: none"> <li>• Use words more specifically to make their meaning clear.</li> <li>• Show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language they hear other people using and begin to be aware of current peer language.</li> <li>• Begin to understand that they need to use different styles of talk with different people.</li> </ul>	<ul style="list-style-type: none"> <li>• Use formal or informal language where appropriate in familiar situations to ensure the listener understands</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use the appropriate formality of language depending on the audience.</li> <li>• Explain features of own and others' language use, showing understanding of the effect of varying language for different purposes and situations</li> </ul>