National Curriculum Speaking & Listening Objectives

Pupils should be taught to:

Objective	Y1	Y2	Y3/4	Y5/6
Listening and responding	- maintains eye contact - listens with periods of sustained concentration - demonstrates active listening by the detail provided when responding to and answering questions - takes some account of other speakers' comments, e.g. in paired work - listens to and follows 2 to 3 part instructions in familiar contexts - uses single clause sentences and multi-clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because) to help explain or justify an event - some developmental grammatical features remain in everyday talk, e.g. past tense formation, plurals ('wented', 'mouses') - usually keeps to a topic and can be easily prompted to move on if required - demonstrates some interaction with speaker by adding to shared ideas - describes a problem in their own words - uses talk rather than actions to resolve a problem	- listens with periods of sustained concentration when more than one person is speaking - recalls and conveys simple information clearly - makes comments when the detail provided is unclear - listens attentively in discussion by following up points - listens to and follows 2 to 3 part instructions - keeps to a topic - considers and offers alternative viewpoints - some development of speaker's main ideas through e.g. repetition, paraphrasing and questioning - explains their preferences/choices - generally sequences talk to help the listener - extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after	- sustains listening to a variety of sources, making notes if required - focuses listening on main source by tuning out of distractions - listens to key information and makes relevant, related comments - demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation - follows longer instructions that are not familiar - builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others - demonstrates increased clarity and precision of ideas e.g. through the use of relative clauses - explains or gives reasons for their views or choices - may introduce some new material or ideas - adds detail or leaves information out according to how much is already known by the listener - provides critical feedback constructively - explains a process ensuring ideas are clearly sequenced	- maintains interest and attention when listening to a variety of complex and sometimes challenging ideas/sources: determining key information - demonstrates attentive and sustained listening by building on others' ideas by agreeing or disagreeing - recognises specific points from the speaker that are then challenged courteously for greater clarity/detail/accuracy - incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener - demonstrate connections with other ideas and draws on different points of view when responding - anticipates the listener's response and makes use of counter arguments - expresses ideas and feelings with clarity and precision - uses a variety of ways to criticise constructively and respond to critique

Objective	Y1	Y2	Y3/4	Y5/6
Questioning	- asks questions to find out specific information including 'How' and 'Why' - answers simple 'How' or 'Why' questions - answers justified using the word 'because' - when prompted, draws on observations, ideas and simple secondary sources to suggest answers to questions - raises and answers questions linked to topics of interest/study or to personal experience - when prompted, poses 'What if?' questions during practical problem solving opportunities	- asks questions for clarification and understanding (linked to age related context) - questions asked relate to the learning - asks and answers questions to aid problem solving - answers justified using evidence from the context - poses 'What if?' questions during practical problem solving opportunities	- sometimes develops speaker's main ideas through questioning - asks questions for clarification and understanding (linked to age related context) - poses 'What if?' questions that may change the outcome or direction of the problem - poses and answers questions that will help make sense of a problem - asks and answers questions using modal verbs and adverbs to indicate degrees of possibility - when answering, refers back to and rephrases evidence from the context	- develops own lines of enquiry - deepens understanding by questioning the given information - questions introduce new ideas/material - supports others to develop their understanding through questioning - understands which questions will develop learning / understanding - when answering, refers to evidence and communicates ideas with precision/clarity for given audience
Vocabulary	- increases vocabulary using words provided by adults, discussions and environmental stimuli - discusses word meanings - develops synonyms for existing vocabulary - uses sequencing language to order events - with support uses comparative language to describe changes, patterns and relationships - uses some technical terminology across the curriculum	- uses comparative language to describe changes, patterns and relationships - increases vocabulary using words provided by adults, discussions and environmental stimuli - discusses and clarifies word meanings, including favourite words and phrases - begins to select appropriate synonyms - uses some technical terminology accurately and precisely across the curriculum	- builds a varied and rich vocabulary with greater independence - discusses and clarifies word meanings including homonyms which depend on context - considers shades of meaning when discussing synonyms - links events using a wider range of conjunctions and adverbs - uses technical terminology accurately and precisely across most areas of the curriculum	- builds a varied and rich vocabulary, includes constructions used for formal language - discusses and clarifies word meanings, uses a wider range of synonyms precisely and effectively - selects appropriate synonym according to audience and purpose - incorporates a varied and rich vocabulary from a wide range of written and oral contexts - uses a range of cohesive devices to link ideas - uses technical terminology accurately and precisely across the curriculum - debates specific points effectively and maintains a focus on the topic

Oral Rehearsal/Presenting	- occasional changes to language according to speaking partner(s), e.g. family and friends, teachers, others - joins in with repetitive refrains - recites poetry by heart - orally rehearses in preparation for writing - re-tells familiar stories using story language - recounts personal experiences with some detail - role-plays to explore characters and the language they use - reading aloud is audible for the listener - speaks clearly with occasional errors when reporting own and others' views to the class	- uses verb tenses/forms increasingly accurately for spoken standard English - retells a range of stories using some of their own words - recites poetry by heart with appropriate intonation to make the meaning clear - orally rehearses planning and writing - experiments with a variety of levels of formality when talking with different people - speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud - speaks clearly and audibly to a group - sometimes uses voice, gesture or movement, in role play and improvisation - appropriately responds to others in role helping to sustain the scenario - talks about what they have found out and how they have found it out	- shows an awareness of spoken standard English required for formal contexts - reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action - uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue) - begins to adapt register in response to changing context and audience, e.g. switching between talk to friends and to school visitor - performs stories and poems, identifying appropriate expression, tone, volume and use of voices - participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates - reports on findings from investigations	- generally selects spoken standard English appropriately with few exceptions - effectively uses intonation, tone, volume and action when speaking or performing publically so that meaning is clear to the audience - presents findings from enquiries, including conclusions, causal relationships and results - some deliberate shaping of talk for listener, with variation in emphasis or gesture for clarity and effect - presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language
Talking with others	- takes turns in group conversations - understands agreed group discussion guidelines - sometimes expresses a view/opinion	- takes turns and occasionally asks questions as well as offering ideas - under guidance, follows agreed group discussion guidelines - occasionally begins a group discussion	- follows agreed group discussion guidelines - works in groups with minimum supervision - follows up others' points and shows whether they agree or disagree in a whole class discussion - makes generally relevant comments which add to ideas or suggests alternatives	- builds on their own and others' ideas and challenges views courteously - sustained contributions draw ideas together and promotes effective discussion - influences direction of talk - negotiates and makes decisions taking account of alternatives and consequences