

## Danson Primary School – Speaking and Listening KS2

	Year 3 Review Year 2	Year 4 Review Year 3	Year 5 Review Year 4	Year 6 Review Year 5
<b>Listening Skills</b>	<ul style="list-style-type: none"> <li>◆ To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 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.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To make improvements based on constructive feedback on their listening skills.</li> </ul>
<b>Following Instructions</b>	<ul style="list-style-type: none"> <li>◆ To follow instructions in a range of unfamiliar situations.</li> <li>◆ To recognise when it is needed and ask for specific additional information to clarify instructions</li> </ul>	<ul style="list-style-type: none"> <li>◆ To follow complex directions/multi-step instructions without the need for repetition.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To follow complex directions/multi-step instructions without the need for repetition.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To follow complex directions/multi-step instructions without the need for repetition.</li> </ul>
<b>Asking and Answering Questions</b>	<ul style="list-style-type: none"> <li>◆ To ask questions that relate to what has been heard or what was presented to them.</li> <li>◆ To begin to offer support for their answers to questions with justifiable reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To generate relevant questions to ask a specific speaker/audience in response to what has been said.</li> <li>◆ To regularly offer answers that are supported with justifiable reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To ask questions which deepen conversations and/or further their knowledge.</li> <li>◆ To understand how to answer questions that require more detailed answers and justification.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To regularly ask relevant questions to extend their understanding and knowledge.</li> <li>◆ To articulate and justify answers with confidence in a range of situations.</li> </ul>
<b>Drama, performance and confidence</b>	<ul style="list-style-type: none"> <li>◆ To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</li> <li>◆ To speak regularly in front of large and small audiences.</li> <li>◆ To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To use intonation when reading aloud to emphasise punctuation.</li> <li>◆ To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</li> <li>◆ To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</li> <li>◆ To discuss the language choices of other speakers and how this may vary in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To narrate stories with intonation and expression to add detail and excitement for the listener.</li> <li>◆ To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</li> <li>◆ To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</li> <li>◆ To gain, maintain and monitor the interest of the listener(s).</li> <li>◆ To select and use appropriate registers for effective communication.</li> </ul>

<b>Vocabulary building and standard English</b>	<ul style="list-style-type: none"> <li>◆ To use vocabulary that is appropriate to the topic and/or the audience.</li> <li>◆ 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.</li> <li>◆ To discuss topics that are unfamiliar to their own direct experience.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>◆ To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>◆ 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.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>◆ To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>◆ 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.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To use relevant strategies to build their vocabulary.</li> <li>◆ To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</li> <li>◆ To speak audibly, fluently and with a full command of Standard English in all situations.</li> <li>◆ To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide</li> </ul>
<b>Speaking for a range of purposes</b>	<ul style="list-style-type: none"> <li>◆ To organise what they want to say so that it has a clear purpose.</li> <li>◆ To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li> <li>◆ To debate issues and make their opinions on topics clear.</li> <li>◆ To adapt their ideas in response to new information.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To plan and present information clearly with ambitious added detail and description for the listener.</li> <li>◆ To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To communicate confidently across a range of contexts and to a range of audiences.</li> <li>◆ To articulate and justify arguments and opinions with confidence.</li> <li>◆ To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</li> <li>◆ To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>◆ To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</li> </ul>
<b>Participating in discussions</b>	<ul style="list-style-type: none"> <li>◆ To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</li> <li>◆ To take account of the viewpoints of others when participating in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</li> <li>◆ To begin to challenge opinions with respect.</li> <li>◆ To engage in meaningful discussions in all areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations.</li> <li>◆ To engage in longer and sustained discussions about a range of topics.</li> <li>◆ To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</li> <li>◆ To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</li> <li>◆ To offer an alternative explanation when other participant(s) do not understand.</li> </ul>