



Progress in Speaking & Listening: Key Stage 2

We believe in giving children a real reason for purposeful talk in a safe and encouraging environment and children will want to talk, discuss, explore, predict, explain and come to their own conclusions. We teach children, through the art of Speaking and Listening, that their views are appreciated and valued by all their peers and adults. Across the curriculum, adults model enriched vocabulary in the classroom which enables children to practise these skills with others.

Skill	Year 3	Year 4	Year 5	Year 6
Listening Skills	<p>Listen with periods of sustained concentration when more than one person is speaking.</p> <p>Considers and offers alternative viewpoints to a question.</p>	<p>Sustains listening to a variety of sources, making notes if required.</p> <p>Adds detail or leaves out according to how much is already known by the listener.</p>	<p>Maintains interest and attention when listening to a variety of complex and sometimes challenging ideas/sources: determining key information.</p> <p>Demonstrates attentive and sustained listening by building on others' ideas by agreeing or disagreeing.</p> <p>Recognises specific points from the speaker that are then challenged courteously for greater clarity/detail/accuracy.</p> <p>Incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener.</p>	<p>Demonstrates connections with other ideas and draws on different points of view when responding.</p> <p>Anticipates the listener's response and makes use of counter arguments.</p> <p>Expresses ideas and feelings with clarity and precision .</p> <p>Uses a variety of ways to criticise constructively and respond to critique.</p>
Oral rehearsing / presenting	<p>Reads aloud and performs poems and play scripts showing understanding though intonation, tone, volume and action.</p>	<p>Participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates.</p>	<p>Generally selects spoken standard English appropriately with few exceptions.</p>	<p>Presents findings from enquiries, including conclusions, causal relationships and results.</p>

	Begins to adapt response to changing context and audience e.g. switching between talk to friends and to school visitors.		Effectively uses intonation, tone, volume and action when speaking or performing publicly so that meaning is clear to the audience.	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 and occasionally asks questions as well as offers ideas	Makes relevant comments which add to or suggests alternative ideas.	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.
Questioning	Sometimes develops speaker's main ideas through questioning. Asks questions for clarification and understanding. Poses and answers questions that will help make sense of a problem.	Poses 'what if?' questions that may change the outcome or direction of the problem. 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	Builds a varied and rich vocabulary with greater independence. Links events using a wider range of conjunctions and adverbs. Uses technical terminology accurately and precisely across most areas of the curriculum.	Discusses and clarifies word meaning including homonyms which depend on context. Considers elements of meaning when discussing synonyms.	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.