

English Curriculum Map – Speaking and Listening

Speaking and listening is central to our curriculum and is developed from EYFS through Key Stage 1. We nurture children's speaking and listening skills and understand the importance of speaking for a range of purposes. We develop these skills so that our children are capable of expressing their own ideas clearly and confidently, in a safe and supportive environment, in all aspects and areas of their school life and into their future.

By the end of Foundation Stage	By the end of Year 1	By the end of Year 2
Listening and Attention	Listening and Responding	
<ul style="list-style-type: none"> • To listen attentively in a range of situations. • To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • To give their attention to what others say and respond appropriately, while engaged in another activity • They take account of one another's ideas. 	<ul style="list-style-type: none"> • To maintain eye contact • To listen with periods of sustained concentration, and demonstrate active listening by the detail provided when responding to and answering questions • To take some account of other speakers' comments, e.g. in paired work • To listen to and follows 2 to 3 part instructions in familiar contexts • To use single clause sentences and multi-clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because) to help explain or justify an event • To usually keep to a topic and can be easily prompted to move on if required • To demonstrate some interaction with speaker by adding to shared ideas • To describe a problem in their own words • To use talk rather than actions to resolve a problem 	<ul style="list-style-type: none"> • To listen with periods of sustained concentration when more than one person is speaking • To recall and convey simple information clearly • To make comments when the detail provided is unclear • To listen attentively in discussion by following up points • To listen to and follow 2 to 3 part instructions • To keep to a topic • To consider and offer alternative viewpoints • To explain their preferences/choices • To generally sequence talk to help the listener • To extend ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after

Speaking	Oral Rehearsal and Presenting	
<ul style="list-style-type: none"> • Children express themselves effectively, showing awareness of listeners' needs. • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • They develop their own narratives and explanations by connecting ideas or events. • They are confident to speak in a familiar group, will talk about their ideas • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. • They re-tell familiar stories and use some story language. 	<ul style="list-style-type: none"> • To occasionally change language according to speaking partner(s), e.g. family and friends, teachers, others • To join in with repetitive refrains • To recite poetry by heart • To orally rehearse in preparation for writing • To re-tell familiar stories using story language • To recount personal experiences with some detail • To use role-play to explore characters and the language they use • To read aloud so it is audible for the listener • To speak clearly with occasional errors when reporting own and others' views to the class 	<ul style="list-style-type: none"> • To use verb tenses/forms increasingly accurately for spoken standard English • To retell a range of stories using some of their own words • To recite poetry by heart with appropriate intonation to make the meaning clear • To orally rehearse planning and writing • To experiment with a variety of levels of formality when talking with different people • To speak with clarity and use intonation when reading and reciting texts, and when reading own writing aloud speak clearly and audibly to a group • To sometimes use voice, gesture or movement, in role play and improvisation • To appropriately respond to others in role helping to sustain the scenario • To talk about what they have found out and how they have found it out
Speaking and Making Relationships	Talking with others	
<ul style="list-style-type: none"> • They develop their own narratives and explanations by connecting ideas or events. Exceeding children will develop narratives and stories with other children. 	<ul style="list-style-type: none"> • To take turns in group conversations • To understand agreed group discussion guidelines and sometimes express a view/opinion 	<ul style="list-style-type: none"> • To take turns and occasionally ask questions as well as offering ideas • Under guidance, to follow agreed group discussion guidelines • To occasionally begin a group discussion

<ul style="list-style-type: none"> • They are confident to speak in a familiar group, will talk about their ideas • To give their attention to what others say and respond appropriately, while engaged in another activity • They take account of one another's ideas. 		
Understanding and Self-Confidence and Self Awareness	Questioning	
<ul style="list-style-type: none"> • They answer 'how' and 'why' questions about their experiences and in response to stories or events. • Children will ask questions to help them clarify their understanding. 	<ul style="list-style-type: none"> • To ask questions to find out specific information including 'How' and 'Why' • To answer simple 'How' or 'Why' questions • To justify answers using the word 'because' • When prompted, to draw on observations, ideas and simple secondary sources to suggest answers to questions • To raise and answer questions linked to topics of interest/study or to personal experience • When prompted, to pose 'What if?' questions during practical problem solving opportunities 	<ul style="list-style-type: none"> • To ask questions for clarification and understanding (linked to age related context) • To ask questions related to the learning • To ask and answer questions to aid problem solving. Their answers are justified using evidence from the context • To pose 'What if?' questions during practical problem solving opportunities
Reading and Speaking	Vocabulary	
<ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> • To increase vocabulary using words provided by adults, discussions and environmental stimuli • To discuss word meanings • To develop synonyms for existing vocabulary 	<ul style="list-style-type: none"> • To use comparative language to describe changes, patterns and relationships • To increase vocabulary using words provided by adults, discussions and environmental stimuli

<ul style="list-style-type: none"> • Children develop their vocabulary through Talk for Writing activities and retell of key text • Class 'Wow' words focus on key vocabulary from class text and children can recall and explain some of these words. 	<ul style="list-style-type: none"> • To use sequencing language to order events • To use comparative language to describe changes, patterns and relationships with support • To use some technical terminology across the curriculum 	<ul style="list-style-type: none"> • To discuss and clarifies word meanings, including favourite words and phrases • To begin to select appropriate synonyms • To use some technical terminology accurately and precisely across the curriculum
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