



Cunningham Hill School – Speaking & Listening

Essential learning objective	Reception-(40-60mths)	Year 1	Year 2
<b>To listen carefully and understand</b>	<ul style="list-style-type: none"> <li>Listen attentively in a range of situations.</li> <li>Listen carefully to stories, responding with relevant comments, questions or actions.</li> <li>Follow instructions involving several ideas or actions.</li> <li>Answer 'how' and 'why' questions about their experiences and in response to stories</li> </ul>	<ul style="list-style-type: none"> <li>Understand and engage with the speaker demonstrating active listening in a range of situations, groups etc. .</li> <li>Engage with others through taking turns in pairs and small groups.</li> <li>Listen carefully to the contributions of others and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Sift information and focus upon the important points</li> <li>Listen and respond to the speaker making simple comments and suggestions.</li> </ul>
<b>To develop a wide and interesting vocabulary</b>	<ul style="list-style-type: none"> <li>Express themselves effectively, showing an awareness of listener's needs.</li> <li>Extend vocabulary by grouping, naming and exploring the meaning and sounds of new words.</li> <li>Use talk to organise thinking, feelings ideas and events.</li> <li>Use past, present and future forms accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to extend their ideas or accounts by providing some added detail (See talk for writing)</li> <li>Notice simple differences in the speaker's use of language and try out new words and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and explain their ideas and use a growing vocabulary.</li> <li>Confidently use subject specific vocabulary to explain and describe.</li> <li>Make specific vocabulary choices that show awareness of different purposes or listeners.</li> <li>Vary talk in simple ways to gain and hold the attention of the listener.</li> </ul>
<b>To speak with clarity</b>	<ul style="list-style-type: none"> <li>Express themselves effectively showing an awareness of the listener.</li> <li>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> </ul>	<ul style="list-style-type: none"> <li>Talk in ways that are audible and intelligible to familiar others.</li> <li>Learn and perform poems by heart</li> </ul>	<ul style="list-style-type: none"> <li>On occasions, show awareness of the needs of the listener by including relevant detail.</li> <li>Begin to be aware of standard English and when it is used.</li> <li>Speak in a way that is clear and easy to understand</li> <li>Learn and perform poems by heart.</li> </ul>
<b>To tell stories with structure</b>	<ul style="list-style-type: none"> <li>Whole class retelling of story.</li> <li>Understand the beginning, middle and end.</li> <li>Retell a simple 5 part story</li> <li>Use simple factual sentences based around a theme-Names, labels, captions, lists, messages</li> <li>Introduce simple sentences</li> <li>Use simple connectives And, who, until, but</li> <li>Say a sentence, write it, read it back and check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Extend story telling to 5 parts</li> <li>-Opening, Build up, Problem/Dilemma, resolution, Ending.</li> <li>Use simple connectives-and, or, but, because, so that, then, while, when, where.</li> <li>Use Openers- While..., Where..., When...</li> <li>Use -ly openers- Fortunately, ..Unfortunately..., Sadly....</li> <li>Use embellished sentences-with the use of adjectives.</li> <li>Use alliteration and similes.</li> <li>Use compound sentences-using and/or/ but/so</li> </ul>	<ul style="list-style-type: none"> <li>Predict events-using inference</li> <li>Understand 5 parts to a story with more complex vocabulary</li> <li>Ending should be a section rather than one final sentence.</li> <li>Use -'ly' starters-Usually, Eventually, Carefully,</li> <li>Vary openers</li> <li>Embellished simple sentences using adjectives</li> <li>Use of adverbs</li> <li>Secure use of compound sentences</li> <li>Use of complex sentences-using for eg, who, which</li> <li>Use of additional subordinating conjunctions- What/while/ when/where/ because/then/ so that/ if/ to/ until</li> <li>Use of long and short sentences</li> </ul>



	<ul style="list-style-type: none"> <li>• Use compound sentences-using connectives-and/ but</li> <li>• Use ly openers Luckily, Unfortunately</li> <li>• Introduce determiners The/a/my/your etc.,</li> <li>• Use prepositions Up/down/ in /into</li> </ul>	<ul style="list-style-type: none"> <li>• Use complex sentences-(use of 'who')</li> <li>• Use 'Run' repetition for rhythm.</li> <li>• Use repetition for description.</li> <li>• Add detail-</li> <li>• Predict events-concrete</li> </ul>	<ul style="list-style-type: none"> <li>• Use of expanded noun phrases</li> <li>• List of 3 for description.</li> <li>• Use of prepositions</li> <li>• Use of alliteration</li> <li>• Use of similes</li> <li>• Two adjectives to describe a noun</li> <li>• Adverbs for description</li> <li>• Adverbs for information</li> <li>• Use of suffixes</li> <li>• Predict events-using inference</li> </ul>
<b>To hold conversations and debates</b>	<ul style="list-style-type: none"> <li>• Take turns to talk.</li> </ul>	<ul style="list-style-type: none"> <li>• listen carefully to the contributions of others and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond with increasing appropriateness to what others say.</li> <li>• In discussion, show understanding of the main points.</li> <li>• Vary language between formal and informal according to the situation.</li> <li>• Add humour to a discussion or debate, where appropriate.</li> </ul>
<b>To gain knowledge , skills and understanding associated with the artistic practise of drama</b>	<ul style="list-style-type: none"> <li>• Introduce a storyline or narrative into their play</li> <li>• Play co-operatively as part of a group to develop and act out a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore familiar themes and characters through improvisation and role-play.</li> <li>• Act out their own and well known stories, changing the voices for characters.</li> <li>• Discuss why they like a performance</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt appropriate roles in small and large groups and consider alternative courses of action.</li> <li>• Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class.</li> <li>• Consider how mood and atmosphere are created in live or recorded performance.</li> </ul>