Speaking and Listening Small Steps Overview– Year 1 & 2

Listen and respond appropriately to adults and their peers	• listening and responding to the speaker making simple comments and suggestions • making helpful contributions when speaking in turns, in pairs and in small groups
Ask relevant questions to extend their understanding and knowledge	• asking questions that link clearly to the topic being discussed • showing that the conversation is being followed through the questions that are asked
Use relevant strategies to build their vocabulary	• listening to and using new vocabulary to develop their own vocabularies • using this vocabulary in a variety of meaningful contexts • thinking of alternatives for simple vocabulary choices
Articulate and justify answers, arguments and opinions	• answering questions clearly in sentences • giving a reason for their answering when asked • exploring why they have certain thoughts or opinions
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	• describing their immediate world and environment • talking about themselves clearly and confidently • retelling simple stories / recounts
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	• remaining focused on a conversation when not directly involved • recalling the main points when questioned
Use spoken language to develop understanding through speculating, hypothesising, imagining & exploring ideas	• offering ideas and suggestions based on what has been heard, for example in response to reading watching an experiment
Speak audibly and fluently with an increasing command of Standard English	• speaking clearly when talking in class • speaking in grammatically correct sentences
Participate in discussions, presentations, performances, role play/improvisations and debates	• knowing when it is their turn to speak in a simple presentation / discussion • taking part in role play to find out about different characters and situations • taking different roles in a drama / role play to explore how others felt about a character's actions
Gain, maintain and monitor the interest of the listener(s)	• speaking clearly so that the listener can hear what is said • organising thoughts into sentences before expressing them • choosing words to add interest or detail
Consider and evaluate different viewpoints, attending to and building on the contributions of others	• knowing that different people have different ideas / responses and recognise that these are as valuable as their own
Select and use appropriate registers for effective communication	• Noticing how different speakers talk and consider why this might be the case

Speaking and Listening Small Steps Overview – Year 3 & 4

Listen and respond appropriately to adults and their peers	• responding to a speaker's main ideas, developing them through comments and suggestions • building on ideas shared • working in a variety of group situations following appropriate etiquette for group dynamics
Ask relevant questions to extend their understanding and knowledge	• generating questions to ask a specific speaker/audience in response to a talk/conversation • asking questions in direct response to something heard / presented
Use relevant strategies to build their vocabulary	• developing their individual vocabulary using words heard and seen in their reading and across curriculum subjects • using new vocabulary within the correct context • discussing a wider range of topics which are perhaps unfamiliar to own direct experience
Articulate and justify answers, arguments and opinions	• giving answers to questions that are supported by justifiable reasons • supporting own ideas and opinions with explanation
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	• developing ideas and feelings through sustained talk • organising what they want to say so that it is clear to the listener • giving descriptions; recalling events and stories • recount experiences with some added detail to engage the listener
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	• showing through the contributions made and questions asked that they have followed a conversation
Use spoken language to develop understanding through speculating, hypothesising, imagining & exploring ideas	• developing ideas and expanding on these, building on what others say • adapting these ideas in light of new information
Speak audibly and fluently with an increasing command of Standard English	• speaking to a wider audience e.g. whole school in assembly • adapting speaking style to suit the audience
Participate in discussions, presentations, performances, role play/improvisations and debates	• preparing and presenting information orally • participating in discussions by listening to others and building on from what has been said • participating in drama, improvisation and role play activities, showing an understanding of a character by choice of vocabulary to indicate • feelings and emotions
Gain, maintain and monitor the interest of the listener(s)	• adapting language, tone and style to suit the purpose of the listener • planning talks carefully to ensure they fulfil the purpose/suit the needs of the listener
Consider and evaluate different viewpoints, attending to and building on the contributions of others	• taking account of the viewpoints of others when building own arguments offering responses
Select and use appropriate registers for effective communication	• beginning to adapt suitable styles of delivery dependent on tasking / audience • recognising how language choices vary in different situations

Speaking and Listening Small Steps Overview – Year 5 & 6

Listen and respond appropriately to adults and their peers	• showing a clear understanding of the main points of a conversation / discussion • articulating and developing the speaker's ideas in different ways • referencing others' comments when articulating own ideas • participating in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group
Ask relevant questions to extend their understanding and knowledge	• spontaneously asking questions which develop the conversation and take ideas or knowledge further
Use relevant strategies to build their vocabulary	• using vocabulary appropriately and for effect • using appropriate terminology linked to other curriculum subjects • talking about abstract concepts using a rich and varied vocabulary to articulating ideas and emotions
Articulate and justify answers, arguments and opinions	• sustaining an argument and following a train of thought, returning to main ideas throughout the course of the conversation • presenting ideas / opinions coherently , supported with reasons
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	• talking about feelings, thoughts and ideas with some detail to make meaning explicit • presenting information clearly and in an appropriate form to the listener • planning/presenting information verbally, selecting the appropriate format/style to match the purpose • sustaining a longer conversation about a given topic
Maintain attention and participate actively in collaborative conversations, staying on topic; initiating and responding to comments	• summarising another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard
Use spoken language to develop understanding through speculating, hypothesising, imagining & exploring ideas	• offering ideas and support these with reasoning • being prepared to change these as new information comes to light and making reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus
Speak audibly and fluently with an increasing command of Standard English	• articulating thoughts clearly when presenting to a range of audiences • adopting a formal / informal tone as appropriate to the situation
Participate in discussions, presentations, performances, role play/improvisations and debates	• presenting information in a variety of ways to a range of audiences • taking an active role in discussions, taking on specific roles and taking responsibility to ensure that a discussion remains focused • performing to wider audiences combining words, gestures and movement • participating in debates, following appropriate etiquette, and conventions
Gain, maintain and monitor the interest of the listener(s)	• being aware of the listener and adapting talk to maintain the listener's interest • expressing and explaining relevant ideas with some elaboration to make meaning explicit • maintaining control and effective organisation of a talk to guide the listener • adapting vocabulary, grammar and non-verbal features to maintain listener's interest
Consider and evaluate different viewpoints, attending to and building on the contributions of others	• making reference to the viewpoints of others, providing supporting evidence or counterbalancing these with their own opinions
Select and use appropriate registers for effective communication	• explaining how language use varies in different situations, reflecting this understanding in the choices made for delivering talk