

## SPEAKING & LISTENING MILESTONES SPEAKING & LISTENING MILESTONES



A Year 1 Hopping Hill Speaker	A Year 2 Hopping Hill Speaker	A Year 3 Hopping Hill Speaker
<ul> <li>I speak clearly and confidently in front of people in my class.</li> </ul>	<ul> <li>I ask question to get more information and clarify meaning.</li> </ul>	I sequence and communicate ideas in an organised and logical way, always using complete sentences.
<ul> <li>I re-tell a well known story and remember the main characters.</li> <li>I hold attention when playing and learning with others.</li> <li>I keep to the main topic when we are talking in a group.</li> <li>I ask questions in order to get more information.</li> <li>I start a conversation with an adult I know well or with my friends.</li> <li>I listen carefully to the things other people have to say in a group.</li> <li>I join in with conversations in a group.</li> <li>I join in with role play.</li> </ul>	<ul> <li>I talk in complete sentences.</li> <li>I decide when I need to use specific vocabulary.</li> <li>I take turns when talking in pairs or a small group.</li> <li>I am aware that formal and informal situations require different language (beginning).</li> <li>I retell a story using narrative language and linking words and phrases.</li> <li>I hold the attention of people I am speaking to by adapting the way I talk.</li> <li>I understand how to speak for different purposes and audiences (beginning).</li> <li>I perform a simple poem from memory.</li> </ul>	I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.  I take a full part in paired and group discussions.  I show that I know when Standard English is required and use it (beginning).  I retell a story using narrative language and add relevant detail.  I show that I have listened carefully because I make relevant comments.  I present ideas or information to an audience.  I recognise that meaning can be expressed in different ways, depending on the context.  I perform poems from memory adapting expression and
. join in mantoto padji		tone as appropriate.





characters, contexts and atmosphere.

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A Year 4 Hopping Hill Speaker	A Year 5 Hopping Hill Speaker	A Year 6 Hopping Hill Speaker
I ask questions to clarify or develop my understanding.  I sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.  I show that I understand the main point and the details in a discussion.  I adapt what I am saying to the needs of the listener or audience (increasingly).  I show that I know that language choices vary in different contexts.  I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.  I justify an answer by giving evidence.  I use Standard English when it is required.  I perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.	I engage the listener by varying my expression and vocabulary.  I adapt my spoken language depending on the audience, the purpose or the context.  I develop my ideas and opinions, providing relevant detail.  I express my point of view.  I show that I understand the main points, including implied meanings in a discussion.  I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.  I use Standard English in formal situations.  I am beginning to use hypothetical language to consider more than one possible outcome or solution.  I perform my own compositions, using appropriate intonation and volume so that meaning is clear.  I perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.  I begin to select the appropriate register according to the context.	I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.  I ask questions to develop ideas and take account of others' views.  I explain ideas and opinions giving reasons and evidence.  I take an active part in discussions and can take on different roles.  I listen to, and consider the opinions of, others in discussions.  I make contributions to discussions, evaluating others' ideas and respond to them.  I sustain and argue a point of view in a debate, using the formal language of persuasion.  I express possibilities using hypothetical and speculative language.  I engage listeners through choosing appropriate vocabulary and register that it is matched to the context.  I perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.  I perform poems and plays from memory, making
		deliberate choices about how to convey ideas about



# SPEAKING & LISTENING MILESTONES



#### **Coverage & Progression through Writing Program**

#### YEAR ONE



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lost and Found by Oliver Jeffers	Nibbles: The Book Monster by Emma Yarlett	The Lion Inside by Rachel Bright	The Curious Case of the Missing Mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the One Bear by Leigh Hodgkinson
Spoken Language Listen	Spoken Language Listen	Spoken Language	Spoken Language	Spoken Language	Spoken Language Listen
and respond Ask	and respond Ask	Build vocabulary Give	Ask relevant questions	Build vocabulary	and respond Ask
relevant questions Build	relevant questions Build	well-structured	Articulate and justify answer	Articulate and justify answers	relevant questions Build
vocabulary	vocabulary	descriptions, explanations and	Build vocabulary	Give well-structured descriptions,	vocabulary
Participate in <b>discussions</b> ,	Participate in <b>discussions</b> ,	narratives	Use spoken language: speculating,	explanations and narratives	Participate in <b>discussions</b> ,
presentations, performances, role	presentations, performances, role	Participate in <b>discussions</b> ,	imagining and exploring ideas	Participate in <b>discussions</b> ,	presentations, performances,
play, improvisations and debates	play, improvisations and debates	presentations, performances,		presentations, performances,	role play, improvisations and
		role play, improvisations and		role play, improvisations and	debates
		debates		debates	

#### **YEAR TWO**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Troll Swap by Leigh Hodgkinson	The Owl Who Was Afraid of the	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by
	Dark by Jill Tomlinson			The Last West By Time Grey	David Litchfield
Spoken Language	Spoken Language Listen	Spoken Language	Spoken Language Listen	Spoken Language	Spoken Language Listen
Listen and respond	and respond Ask	Ask relevant questions Build	and respond Ask	Articulate and justify answers	and respond Ask
Build vocabulary Give	relevant questions Build	vocabulary	relevant questions Build	Maintain attention and participate in	relevant questions Give
well-structured	vocabulary	Articulate and justify answers Use	vocabulary	collaborative conversations	well-structured
descriptions, explanations and	Maintain attention and	spoken language: speculating,	Participate in discussions,	Speak audibly and fluently	descriptions, explanations and
narratives	participate actively in	hypothesising, imagining and	presentations, performances,	Participate in <b>discussions</b> ,	narratives
Participate in <b>discussions</b> ,	collaborative conversations	exploringideas	role play, improvisations and	presentations, performances, role	Participate in <b>discussions</b> ,
presentations, performances,			debates	play, improvisations and debates	presentations, performances,
role play, improvisations and					role play, improvisations and
debates					debates



## SPEAKING & LISTENING MILESTONES



#### YEAR 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seal Surfer by Michael	Winter's Child by Angela	Stone Age Boy by Satoshi	Big Blue Whale by Nicola	Journey by Aaron Becker	Zeraffa Giraffa
Foreman	McAllister	Kitamura	Davies		by Dianne Hofmeyr
Spoken Language	Spoken Language	Spoken Language Listen	Spoken Language Listen	Spoken Language	Spoken Language
Ask relevant questions Build	Ask relevant questions Build	and respond Build	and respond Ask	Build vocabulary	Listen and respond
vocabulary	vocabulary	vocabulary	relevant questions Build	Articulate and justify answers Use	Build vocabulary Give
Articulate and justify answers	Give well-structured	Ask relevant questions	vocabulary	spoken language: speculating,	well-structured
Participate in <b>discussions</b> ,	descriptions, explanations and	Participate in <b>discussions</b> ,	Articulate and justify answers	hypothesising, imagining and	descriptions, explanations and
presentations, performances,	narratives	presentations, performances,	Speak audibly and fluently	exploring ideas Participate in	narratives
role play, improvisations and	Participate in discussions,	role play, improvisations and	Participate in discussions,	discussions, presentations,	Maintain attention and participate
debates	presentations, performances, <b>role</b>	debates	presentations, performances,	performances, <b>role play</b> ,	actively in collaborative
Consider and evaluate different	<b>play</b> , improvisations and debates		role play, improvisations and	improvisations and debates	conversations Use Standard
viewpoints	Consider and evaluate different		debates	Consider and evaluate different	English Participate in
	viewpoints		Select appropriate registers for	viewpoints	discussions, presentations,
			effective communication		performances, role play,
					improvisations and debates
					Gain, maintain and monitor the
					interest of listener(s)
					Select and use appropriate registers
					for effective
					communication

#### YEAR 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gorilla by Anthony Browne	Leon and the Place Between by	Escape from Pompeii by	When the Giant Stirred by Celia	Where the Forest Meets the Sea	Blue John by Berlie Doherty
	Graham Baker-Smith	Christina Balit	Godkin	by Jeannie Baker	
Spoken Language	Spoken Language	Spoken Language	Spoken Language	Spoken Language	Spoken Language
Listen and respond	Build vocabulary	Listen and respond	Build vocabulary	Listen and respond	Ask relevant questions
Ask relevant questions	Articulate and justify answers	Ask relevant questions	Articulate and justify answers	Ask relevant questions	Articulate and justify answers
Maintain attention and	Maintain attention and	Build vocabulary	Use spoken language:	Give well-structured	Give well-structured
participate actively in	participate actively in	Articulate and justify answers	speculating, hypothesising,	descriptions, explanations and	descriptions, explanations and
collaborative	collaborative conversations	Give well-structured	imagining and exploring ideas	narratives	narratives
conversations	Use spoken language:	descriptions, explanations and	Speak audibly and fluently	Maintain attention and	Use spoken language:
Use spoken language to develop	speculating, hypothesising,	narratives	Participate in <b>discussions</b> ,	participate actively in	speculating, hypothesising,
understanding by hypothesising,	imagining and exploring ideas	Speak audibly and fluently	presentations,	collaborative conversations	imagining and exploring ideas
imagining and exploring ideas	Use Standard English	Use Standard English	performances, <b>role play</b> ,	Gain, maintain and monitor the	Speak audibly and fluently
Participate in <b>discussions</b> ,	Participate in <b>discussions</b> ,	Participate in discussions,	improvisations and debates	interest of the listener(s)	Participate in <b>discussions</b> ,
presentations, performances,	presentations,	presentations,		Consider and evaluate different	presentations, performances,
role play, improvisations and	performances, <b>role play</b> ,	performances, <b>role play</b> ,		viewpoints	role play, improvisations and
debates	improvisations and debates	improvisations and debates		Select and use appropriate	debates
Consider and evaluate different	Consider and evaluate different	Consider and evaluate different		registers for effective	
viewpoints	viewpoints	viewpoints		communication	



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#### YEAR FIVE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Queen of the Falls by Chris	The Lost Happy Endings by Carol	Arthur and the Golden Rope by	The Darkest Dark by Chris	The Paperbag Prince by Colin	The Hunter by Paul Geraghty
Van Allsburg	Ann Duffy	Joe Todd-Stanton	Hadfield	Thompson	
Spoken Language					
Articulate and justify answers	Ask relevant questions	Listen and respond	Build vocabulary	Listen and respond	Listen and respond
Give well-structured	Build vocabulary	Ask relevant questions	Articulate and justify answers	Build vocabulary	Give well-structured
descriptions, explanations and	Give well-structured	Build vocabulary	Maintain attention and	Articulate and justify answers	descriptions, explanations and
narratives	descriptions, explanations and	Articulate and justify answers	participate actively in	Give well-structured	narratives
Participate in <b>discussions</b> ,	narratives	Use spoken language:	collaborative conversations	descriptions, explanations and	Maintain attention and
presentations,	Participate in <b>discussions</b> ,	speculating, hypothesising,	Speak audibly and fluently	narratives	participate actively in
performances, <b>role play</b> ,	presentations, performances,	imagining and exploring ideas	Use Standard English	Maintain attention and	collaborative
improvisations and debates	role play, improvisations and	Speak audibly and fluently	Participate in <b>discussions</b> ,	participate actively in	conversations
Gain, maintain and monitor the	debates	Participate in <b>discussions</b> ,	presentations,	collaborative conversations	Use spoken language to develop
interest of the listener(s)	Gain, maintain and monitor the	presentations, performances,	performances, <b>role play</b> ,	Speak audibly and fluently	understanding through
Consider and evaluate different	interest of the listener(s)	role play, improvisations and	improvisations and debates	Participate in <b>discussions</b> ,	speculating, hypothesising,
viewpoints	Consider and evaluate different	debates	Select and use appropriate	presentations, performances,	imagining and exploring ideas
	viewpoints		registers for communication	role play, improvisations and	Participate in discussions,
				debates	presentations, performances,
				Select and use appropriate	role play, improvisations and
				registers for communication	debates
					Consider and evaluate different viewpoints



## SPEAKING & LISTENING MILESTONES SPEAKING & LISTENING MILESTONES



#### **YEAR SIX**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Star of Hope, Star of Fear	Can We Save the Tiger? by	Selfish Giant by Oscar Wilde	Island by Jason Chin & Jemmy	Manfish by Jennifer Berne	Sky Chasers by Emma Carroll
by Jo Hoestlandt	Martin Jenkins		Button by Alix Barzelay		
Spoken Language	Spoken Language	Spoken Language	Spoken Language	Spoken Language	Spoken Language
Build vocabulary	Ask relevant questions	Build vocabulary	Listen and respond	Ask relevant questions	Listen and respond
Articulate and justify answers	Build vocabulary	Articulate and justify answers	Build vocabulary	Build vocabulary	Build vocabulary
Maintain attention and	Give well-structured descriptions,	Use standard English	Maintain attention and	Give well-structured	Use spoken language:
participate actively in	explanations and narratives	Use spoken language:	participate actively in	descriptions, explanations	speculating, hypothesising,
collaborative conversations	Maintain attention and participate	speculating, hypothesising,	collaborative	and narratives	imagining and exploring ideas
Use spoken language:	actively in collaborative	imagining and exploring ideas	conversations Speak	Use spoken language:	Speak audibly and fluently
speculating, hypothesising,	conversations Speak audibly and	Speak audibly and fluently	audibly and fluently	speculating, hypothesising,	Use Standard English
imagining and exploring ideas	fluently	Use Standard English	Participate in <b>discussions</b> ,	imagining and exploring ideas	Select and use appropriate
Participate in <b>discussions</b> ,	Participate in <b>discussions</b> ,	Participate in <b>discussions</b> ,	presentations, performances, role	Participate in <b>discussions</b> ,	registers for effective
presentations, performances,	presentations, performances,	presentations,	play, improvisations and <b>debates</b>	presentations, performances,	communication
role play, improvisations and	role play, improvisations and	performances, role play,	Gain, maintain and monitor the	role play, improvisations and	
debates	debates Gain, maintain and	improvisations and debates	interest of the listener(s)	debates	
Consider and evaluate	monitor the interest of the	Select and use appropriate	Consider and evaluate different		
different viewpoints	listener(s) Consider and	registers for effective	viewpoints		
	evaluate different viewpoints	communication	Select and use appropriate		
			registers for effective		
			communication		



### **SPEAKING & LISTENING MILESTONES**



### What the National Curriculum requires in spoken language at KS1 and KS2



Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Spoken language