

A Year 1 Hopping Hill Speaker	A Year 2 Hopping Hill Speaker	A Year 3 Hopping Hill Speaker
<ul style="list-style-type: none"> <li>• I speak clearly and confidently in front of people in my class.</li> <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 style="list-style-type: none"> <li>• I ask question to get more information and clarify meaning.</li> <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> </ul> <p>I perform a simple poem from memory.</p>	<p>I sequence and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</p> <p>I take a full part in paired and group discussions.</p> <p>I show that I know when Standard English is required and use it (beginning).</p> <p>I retell a story using narrative language and add relevant detail.</p> <p>I show that I have listened carefully because I make relevant comments.</p> <p>I present ideas or information to an audience.</p> <p>I recognise that meaning can be expressed in different ways, depending on the context.</p> <p>I perform poems from memory adapting expression and tone as appropriate.</p>



## SPEAKING & LISTENING MILESTONES



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

## Coverage & Progression through Writing Program

### YEAR ONE

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

### YEAR TWO

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



## SPEAKING & LISTENING MILESTONES



### YEAR 3

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

### YEAR 4

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



# SPEAKING & LISTENING MILESTONES



## YEAR FIVE

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

## YEAR SIX

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

### **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