Adlington Primary School

Speaking & Listening
End Points Curriculum Plan

This end points curriculum plan is designed to show the knowledge that will be covered in Speaking and Listening at Adlington Primary School. The curriculum combines both the conceptual and procedural knowledge within Speaking and Listening. Information on the organisation and delivery of Speaking and Listening can be found in the Speaking and Listening Progression.

At Adlington Primary School we want all of our children to develop the following Speaking and Listening characteristics during their time with us:

- The ability to speak audibly, fluently and confidently, with an increasing command of Standard English, in a wide range of formal and informal situations using appropriate registers for communication.
- The ability to listen and respond appropriately to adults and their peers.
- The ability to articulate and justify answers, arguments and opinions as well as consider and evaluate different viewpoints, attending to and building on the contributions of others.
- The ability to plan and communicate well-structured descriptions, explanations and narratives for different purposes, including for expressing feeling.
- The ability to ask relevant questions to extend their understanding and knowledge.
- The awareness and ability to gain, maintain and monitor the interest of their audience.
- The motivation and strategies to build their vocabulary, including identifying subject-specific vocabulary.
- The ability and confidence to participate in discussions, presentations, performances, role play, improvisations and debates
- The motivation and ability to maintain attention and participate actively in conversations, staying on topic and initiating and responding to comments.
- The ability to use spoken language as a strategy to develop understanding through imagining and exploring ideas; speculating, and hypothesising.

Speaking and Listening End Points Curriculum Plan

	EYFS Early Learning Goal	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Listen and show understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (Listening, attention and understanding) Make comments about what they have heard and ask questions to clarify their understanding. (Listening, attention and understanding)	• Take turns to talk, listening carefully to the contributions of others. • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point.	• Engage in discussions, making relevant points. • Ask for specific additional information to clarify.	• Understand how to answer questions that require more than a yes/no or single sentence response. • Demonstrate active listening by justifying ideas or expanding on the ideas of others. • Recognise and explain some idioms. • Understand the meaning of some phrases beyond the literal interpretation.
Develop a wide and subject-specific vocabulary	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (Speaking) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (Speaking)	• Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed.	• Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.	• Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.

Speak with clarity and confidence	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher (Speaking).	• Speak in a way that is clear and easy to understand. • Speak confidently to a group of peers so that they understand the message of what is being said. • Reflect on the clarity of the message given. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.	• Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. • Explain a project or concept to a group of peers. • Explain and develop ideas across the curriculum. • Reflect on the effectiveness of the explanation.	• Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Present an idea, topic or explanation to a group of peers. • Expand and justify ideas across the curriculum. • Reflect on the effectiveness of the explanation, expansion and justification. • Comment on the grammatical structure of a range of spoken and written accounts.
Present stories and recounts with structure	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher (Speaking).	• Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. Take part in role play of a familiar story.	• Bring stories to life with expression and intonation. • Respond appropriately when in role including basic improvisation.	• Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story or presentation (fiction and non- fiction). • Interweave action, character descriptions, settings and dialogue in a performance.

				• Perform in improvised role play, group or class performances considering the effectiveness of delivery.
Hold conversations and contribute to discussions and debates	Hold conversation when engaged in back and forth exchanges with their teacher and peers. (Listening , attention and understanding) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (Speaking)	• Take turns to talk, listening carefully to the contributions of others. • Know that different people hold opinions that are different from our own. • Know that different language is appropriate in different situations (formal and informal) • Make contributions that are relevant to those that have come before.	• Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative. • Vary language between formal and informal according to the situation.	• Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. • Add humour to a discussion or debate where appropriate. • Select appropriate language in a range of situations (formal or informal).