



Speaking & Listening Curriculum & Progression

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.



Speaking & Listening Opportunities At Stelling Minnis

Curriculum principle: Talk is not simply an outcome; it is a tool for thinking. Across the school, pupils should increasingly use speaking and listening to explore ideas, construct knowledge, reason, question, collaborate and communicate effectively.

At Stelling Minnis, Speaking & Listening is woven across the whole school day. From greeting each child in the morning, through each and every lesson and every social opportunity, we encourage and develop the speaking and listening of our pupils.

Speech and Language is an important component of a child starting school and we work quickly to identify any needs a child may have, and support is put in place as appropriate.

In our English lessons, the Power of Reading resource we use, create plenty of opportunities for our children to speak, listen, engage in debate and role play. Through out the school year there are opportunities to take part in worship, play, performances as well as meeting people in our community, questioning and reflecting.

Key strands running through EYFS–Year 6

Listening and attention – from sustained attention and following instructions to critical listening and evaluating viewpoints.

Vocabulary and language – from developing vocabulary to selecting precise language for audience and purpose.

Discussion and interaction – from turn-taking to leading, challenging and negotiating within discussions.

Questioning – from asking and answering simple questions to asking insightful questions that deepen understanding.

Reasoning and justification – from explaining preferences to constructing reasoned arguments supported by evidence.

Presentation – from speaking to a small group to delivering confident presentations to a range of audiences.

Performance – from rhymes, songs and role play to expressive performance and formal speaking.

Audience and purpose – from familiar contexts to deliberately adapting register, vocabulary, tone and delivery.

Confidence and fluency – developing the ability to speak clearly, confidently and spontaneously.

Reflection – increasingly evaluating the effectiveness of their own and others' spoken communication.

An Inclusive Speaking & Listening Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We

believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Speaking & Listening, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
- Power of reading with lots of practical and immersive strategies including role play, conscience ally and snowballing - Speaking frames, scripts, prompts and sentence starters - Word banks and vocabulary mats - Alternative recording tools and speech-to-text and sound buttons - Pencil grips or adapted equipment - Coloured paper where appropriate - Exciting final piece paper - Hooks for lessons - Wagolls - ICT, laptops, text pads - Alternative space to perform - Talking Tins	- Oral rehearsal - Use story maps and pictures - Practical drama and role play, singing, speaking - Recording to reduce anxiety - Build sentences with word cards or other visual representation - Small group performances/ opportunities to share to reduce any feeling of being overwhelmed - Allow different spaces and use of field and outdoor stage, pavillion - Outdoor if appropriate - Use of talk partners - Oral rehearsal, warm up games - Broken down chunks to reduce cognitive overload	- Model step by step - Chunk tasks into manageable sections - Use clear success criteria - Repeat and rephrase instructions - Provide regular encouragement and feedback - Give concise instructions - Pre-teach vocabulary - Check understanding frequently - Use visual prompts alongside verbal explanations - Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND. - Alternative communication modes are utilised to meet pupil need e.g. signing, braille. - Vocabulary to be taught explicitly to ensure that pupils do not misunderstand concepts. Words may include: circuits, investigate, prediction, biome, analyse, control, variables.	- Accept different methods of recording - Assess content as well as transcription skills - Use small-step targets - Provide immediate feedback - Track progress from individual starting points - Assess writing across subjects - Give clear smart targets to track progress

Speaking & Listening Progression of Skills Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Attention	• Listen attentively in a range of situations. • Maintain attention and respond appropriately. • Follow instructions involving several ideas or actions. • Listen to and talk about stories, rhymes and non-fiction. • Ask and respond to questions.	• Listen carefully and respond to what they hear. • Follow instructions and recall key information. • Listen to others without interrupting. • Identify and remember the main points.	• Listen carefully and identify key information. • Follow more complex instructions. • Ask questions to clarify understanding. • Recall and summarise what they have heard. • Recognise important points.	• Listen attentively and identify main points and supporting detail. • Follow increasingly complex instructions. • Ask questions to clarify or deepen understanding. • Summarise information heard.	• Listen carefully for specific information and detail. • Identify key points and supporting evidence. • Ask questions that develop understanding. • Summarise information accurately. • Recognise different viewpoints.	• Listen critically and identify key ideas, detail and inference. • Distinguish between fact, opinion and viewpoint. • Identify how language influences an audience. • Summarise and evaluate information heard. • Ask perceptive questions.	• Listen attentively and critically to complex information. • Identify purpose, viewpoint and intended audience. • Distinguish between fact, opinion, bias and inference. • Summarise, evaluate and respond to information. • Ask insightful questions.
Speaking and Vocabulary	• Express themselves clearly and confidently. • Use a growing range of vocabulary. • Talk about experiences, ideas and feelings. • Use language to organise thinking and explain ideas. • Retell stories and events in sequence. • Begin to use new vocabulary in context.	• Speak clearly and audibly. • Use complete sentences when appropriate. • Ask relevant questions. • Describe events, experiences and ideas. • Begin to use newly learned vocabulary accurately. • Recount events in logical order.	• Speak clearly using appropriate vocabulary. • Explain ideas and experiences in greater detail. • Use new vocabulary appropriately. • Give clear descriptions and explanations. • Begin to adapt language to the situation.	• Use increasingly varied and precise vocabulary. • Explain ideas logically and in detail. • Organise spoken contributions clearly. • Use subject-specific vocabulary. • Speak in increasingly formal situations.	• Use precise and ambitious vocabulary. • Explain and justify ideas clearly. • Use increasingly formal language where appropriate. • Structure spoken contributions logically. • Use language to persuade, explain, inform and entertain	• Speak fluently and confidently in a range of contexts. • Select vocabulary precisely for purpose and audience. • Explain complex ideas clearly. • Use formal and informal language appropriately. • Structure arguments and explanations logically. • Use spoken language to persuade and influence.	• Speak confidently, fluently and clearly. • Select vocabulary and register precisely for audience and purpose. • Articulate complex ideas coherently. • Use formal spoken English appropriately. • Present reasoned arguments supported by evidence. • Use language deliberately to inform, persuade, explain and entertain.
Discussion and Interaction	• Take turns when speaking. • Listen to others and respond appropriately. • Join conversations with adults and peers. • Express agreement, disagreement and preferences. • Begin to explain their thinking	• Take turns in conversations. • Respond appropriately to others. • Build on ideas with support. • Express opinions and give simple reasons. • Work collaboratively through talk.	• Take turns and listen respectfully. • Respond directly to others. • Ask relevant questions. • Give reasons for opinions. • Disagree politely and explain why. • Build on others' ideas.	• Participate actively in discussions. • Take turns and respond appropriately. • Build on and challenge ideas respectfully. • Give reasons and examples to support opinions. • Recognise different viewpoints. • Work effectively as part of a group.	• Participate confidently in structured discussions. • Build on previous contributions. • Challenge ideas respectfully and provide reasons. • Consider alternative viewpoints. • Reach shared decisions through discussion. • Adapt contributions to the purpose of the discussion.	• Contribute thoughtfully to discussions. • Develop, challenge and question ideas respectfully. • Justify opinions using evidence and examples. • Consider multiple perspectives. • Respond constructively to disagreement. • Adapt contributions in response to others. • Collaborate effectively to reach a	• Lead and participate effectively in discussions. • Listen carefully and respond thoughtfully. • Challenge assumptions and ideas respectfully. • Build persuasive arguments and counter-arguments. • Evaluate different viewpoints. • Negotiate and reach reasoned conclusions. • Adapt speech in response to audience and context.
Presentation and Performance	• Speak audibly and confidently in familiar situations. • Join in with poems, rhymes, songs and role play. • Speak in front of a small group. • Use talk to develop imaginative play and storytelling.	• Speak confidently to a partner, small group or class. • Retell a familiar story. • Perform poems, rhymes and short scripts. • Use appropriate volume and pace.	• Speak clearly to a group. • Use expression when performing. • Rehearse and present a short talk. • Use appropriate volume, pace and intonation.	• Present information in a clear sequence. • Use appropriate volume, pace and expression. • Speak with increasing confidence without relying entirely on notes. • Perform poems, plays and speeches expressively.	• Deliver a prepared presentation with increasing independence. • Use appropriate pace, volume, intonation and expression. • Engage an audience through effective spoken language. • Use supporting resources where relevant.	• Deliver a well-structured presentation independently. • Engage an audience through voice, vocabulary and expression. • Speak from notes rather than reading a script. • Use appropriate presentation techniques and resources. • Perform confidently for different audiences.	• Deliver confident, well-structured presentations to a range of audiences. • Use pace, pitch, volume, intonation and emphasis deliberately. • Engage an audience through effective spoken language. • Speak spontaneously as well as from prepared notes. • Perform with confidence and awareness of audience. • Reflect on and evaluate their own communication.