



Subject Skills and knowledge Ladder	Speaking, Listening and Performing	CAT: Communication
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	Listening, Attention and Understanding	Speaking	Performance
Nursery	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Take part in singing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Use longer sentences of four to six words</p> <p>Be able to talk about a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Talk with an adult or a friend and continue a conversation it for many turns</p>	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
Reception	<p>Listening, Attention and Understanding:</p> <p>Understand and work out how to listen carefully and why listening is important.</p> <p>Repeat what they have heard. Listen carefully to and learn rhymes, poems and songs, paying attention to how they sound.</p> <p>Talk about what they have heard, responding and sometimes asking questions so they can understand better.</p> <p>Listen to and talk about non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Hold conversations and talk to their friends and teachers.</p>	<p>Speaking:</p> <p>Listen to and join in with small group, whole class and one-to-one discussions. Share their own ideas.</p> <p>Use new vocabulary they have learnt.</p> <p>Explain why things might happen, making use of newly introduced vocabulary from a range of texts</p> <p>Express their ideas and feelings about their experiences using full sentences. Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use talk to help work out problems and begin to explain how things work.</p> <p>Develop social phrases.</p>	<p>Engage in story times - listen to and talk about stories to build familiarity and understanding.</p> <p>Recall own stories and recounts to others.</p> <p>Take part in wider school events / assemblies, with adult support.</p>



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Year 1	<p>Listen to adults and other members of the group</p> <p>Follow simple instructions of 2 to 3 steps</p> <p>Ask questions to get further information</p> <p>Begin to think about word choices</p> <p>Hold attention when playing with peers</p>	<p>Initiate conversations with well know adults and friends</p> <p>Explore ways to hold others attention positively when playing and learning.</p> <p>Ask relevant questions in small groups and within the whole class about a variety of topics.</p> <p>Keep to topic when in discussion with group.</p> <p>Listen with interest to other children and join in a range of conversations.</p> <p>Take part and perform role play.</p>	<p>Engage in wider group talk without prompting and begin to communicate in whole school situations.</p>
Year 2	<p>Listen to adults and other members of the group and respond appropriately</p> <p>Respond to instructions of several steps</p> <p>Ask questions to clarify meaning</p> <p>Apply age appropriate and subject specific vocabulary appropriately</p>	<p>Talk in complete sentences</p> <p>Ask questions to gain information and clarify.</p> <p>Decide which vocabulary might best fit a discussion.</p> <p>Take turns when taking part in a conversation or group discussion.</p> <p>Begin to adapt formal/informal language to suit setting.</p> <p>Speak clearly to an audience.</p> <p>Retell a story using narrative language (link to English and TFW).</p> <p>Being to adapt the way I talk for different audiences (friends, presenting in assembly etc).</p>	<p>Begin to adapt speech to suit different audiences to hold the listeners' attention</p>



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		Perform a simple poem from memory.	
Year 3	<p>Listen carefully and make relevant comments or ask relevant questions</p> <p>Respond to multi-step instructions</p> <p>Adapt detail and vocabulary to suit purpose and audience</p>	<p>Sequence and communicate ideas in organised way.</p> <p>Vary detail and language depending on purpose and audience.</p> <p>Fully take part in paired and group conversations.</p> <p>Begin to spot when standard English might be used.</p> <p>Begin to present ideas to an audience more formally.</p> <p>Always speak in complete sentences, in logical order</p> <p>Contribute fully in paired and group talk.</p> <p>Perform poems from memory, adapting expression and tone.</p> <p>Use Standard English when required</p>	<p>Present ideas to an audience</p> <p>Adapt expression and tone to hold audience</p>
Year 4	<p>Listen carefully in a range of contexts and respond appropriately to adults and peers</p> <p>Adapt ideas in response to new information</p> <p>Respond to unfamiliar instructions, asking for clarification as needed</p>	<p>Produce relevant questions, adapted to suit speaker</p> <p>Begin to apply ambitious vocabulary from reading and listening</p> <p>Organise speech for clarity</p>	<p>Speak, Present and Adapt performance in front of a range of audiences using appropriate expression.</p>
Year 5	<p>Listen carefully in a range of contexts and make timely and relevant contributions</p> <p>Respond to complex, multi-step instructions</p>	<p>Regularly attempt to apply ambitious vocabulary</p> <p>Comment on discussions</p> <p>Begin to reflect on speaking and listening skills</p>	<p>Adapt tone and register to suit audience</p> <p>Plan and present information sensitively according to the audience.</p>



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	<p>Contribute to class discussions in an appropriate way, considering the ideas previously discussed with increasingly ambitious vocabulary.</p>		<p>Contribute to class discussions in an appropriate way, considering the ideas previously discussed with increasingly ambitious vocabulary.</p>
<p>Year 6</p>	<p>Respond to and follow complex, multi-step instructions without repetition Summarise key points of information listened to Reflect on the effectiveness of speaking and listening skills Contribute pertinent ideas, views and thoughts in a range of scenarios and situations with ambitious and varied vocabulary and responding to audience and others.</p>	<p>Ask questions to deepen understanding Articulate and justify answers in a range of contexts, structuring clearly Engage in discussion, evaluating different viewpoints Build and apply increasingly sophisticated vocabulary</p>	<p>Adapt tone and register to suit audience and purpose, monitoring and adapting as needed. Plan and present information sensitively according to the audience both individually and as part of a wider team/group. Contribute pertinent ideas, views and thoughts in a range of scenarios and situations with ambitious and varied vocabulary and responding to audience and others.</p>