

# AFIS Progression in Learning Framework for Speaking & Listening – KS1

## English Purpose of Study

A high-quality education in English will teach pupils to **speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them**. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. **All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised**

## National Curriculum Aim – in relation to Speaking & Listening

The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains

# AFIS Progression in Learning Framework for Speaking & Listening – KS1

## Statutory Requirement – Years 1-2

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.

*These statements apply to all years (1-6). The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.*

Progression in Learning – Small Steps – taken from 'Universally Speaking'				
Skill/ Knowledge	Interface with end of EYFS	Year 1	Year 2	Interface with KS2
Listen and respond appropriately to adults	Can listen out for instructions while busy	Can concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation	Knows the key points they need to focus on in order to answer a question	

# AFIS Progression in Learning Framework for Speaking & Listening – KS1

and their peers	<i>with something else</i>	<b>Understands 2-3 part instructions that may include time concepts</b> , e.g. using 'first', 'before', 'after' or 'when' e.g. 'Before you sit down you need to hang up your coat and wipe your feet'	<b>Understands complex 2 – 3 part instructions</b> e.g. 'Choose a character from the story we have just read, then talk to your partner about how they feel at the end of the story and be ready to share your ideas.'	
Ask relevant questions to extend their understanding and knowledge	<i>Asks questions to find out more and to check understanding about what has been said</i>	<b>Asks questions to find out things using 'how' and 'why' when prompted</b> e.g. 'Why does Harry go to the island of the monsters?'  <b>Is aware when they haven't understood something is able to say</b> , for example, 'I don't understand' (with no further elaboration)	<b>Asks a range of different types of questions to find out specific information including 'how' and 'why'</b> e.g. 'How do we know the burglars can't get in?'  <b>Recognises when a message is not clear and be able to provide some information about why</b> e.g. 'Can you say that again; you used too many words' or 'It was too fast.'	
Use relevant strategies to build their vocabulary	<i>Continues to learn and use more words. including those found in a range of stories and non-fiction texts, asking what new words mean</i>	<b>Can group and name members of categories and to suggest possible category names</b> e.g. 'Horse, cow and pig are all mammals'; 'Pen, pencil and ruler are stationery'; 'Rain, snow and sunshine are types of weather.'  <b>Can guess the word from clues, or give others clues using shape, size, function, etc. with support</b> e.g. 'It is long and wiggly and makes a hissing sound.'	<b>Recognises when they haven't understood a word or words and be able to provide some information about why</b> e.g. 'I don't know what that word means'  <b>Can compare words by the way they look, sound or their meaning</b> , for example bare/bear, two/to/too, and begins to comment on this e.g. 'If you had a bare bear then it wouldn't have any fur!'; 'Furious and angry mean the same thing.'	
Articulate and justify answers, arguments and opinions	<i>Articulates ideas and thinking in well-formed sentences</i>	<b>Use language consistently to express likes and dislikes</b> e.g. 'I don't like using sticky clay.'	<b>Use simple conjunctions to justify or explain something</b> e.g. 'I am going to finish this picture because I won't have to do it for homework.'	
Give well-structured descriptions, explanations and narratives for different purposes, including for	<i>Re-tells short stories they have heard in the right order, with some exact repetition and some of their own</i>	<b>Uses early 'story language'</b> e.g. 'Once upon a time ...'; 'One day, ...'  <b>Uses language to talk through a series of steps for example for simple problem solving</b> e.g. 'I don't have enough paint to finish my picture. I'm going to borrow some from another table.'  <b>Can join sentences using 'and'</b> e.g. 'I went shopping and I bought some apples.'	<b>Tells a simple story including setting the scene, a basic story plot and the sequence of events generally in the right order</b> e.g. 'Mum and Jo decided to go fishing. They put their things in the car. They drove to the lake. They started fishing. Mum caught a big fish and fell in the water.'  <b>Describes in 2-3 sentences how to solve a problem</b> e.g. 'First I added up all the numbers. Then I worked out how many to make 50. Then I added 50 to make 100, 'cos that's the same as £1.'	

## AFIS Progression in Learning Framework for Speaking & Listening – KS1

expressing feelings	<i>words, and recently learnt vocabulary</i>		Can use conjunctions to increase the length and grammatical complexity of sentences, e.g. 'because', 'when'	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	<i>Listen attentively</i>  <i>Enjoys talking with others and joins in with group conversations and games</i>	Maintains attention and participates in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity	Takes turns to talk, listen and respond in two way conversations and groups	
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	<i>Uses talk to interact and negotiate as part of extended conversations</i>  <i>Uses talk to help work out problems</i>	Uses language to talk self through steps required in simple problem solving e.g. 'I have to get all the Lego bricks and sort them out. I need to find all the black ones. Then I can start making this monster.'	Accurately predicts what will happen in a story or retelling of an event e.g. 'I think he is going to fall into the water because he is not looking where he is going.'	
Speak audibly and fluently with an increasing	<i>Uses the future and past tense, mostly consistently</i>	Produces speech that is clear and easy to understand, with only a few immaturities e.g. 'w' instead of 'r', 'f' instead of 'th', complex consonant blends eg. 'sc' instead of 'scr'.  Can say words accurately with 3 syllables or less	Produces speech that is consistently clear and easy to understand, with very few immaturities e.g. 'f' instead of 'th', complex consonant blends, e.g. 'sc' instead of 'scr'  Can say words with 4 or more syllables fairly consistently	

## AFIS Progression in Learning Framework for Speaking & Listening – KS1

command of standard English		<p>Can blend 3 or 4 phonemes to make a word, and segment words into individual sounds</p> <p>Can use appropriate tenses and word order e.g. 'The girl walked to school' or 'Tomorrow I will be on holiday.'</p>	<p>Can manipulate sounds in words such as deleting sounds from words e.g. 'What word do you get if you take away the 'f' sound from 'feet'? Answer: 'eat'</p> <p>Knows that there are some terms or expressions that are only used amongst friends e.g. 'Hiya!', 'See ya later!'</p>	
Participate in discussions, presentations, performances, role play, improvisations and debates	<p>Expresses a point of view, debates</p> <p><i>Enjoys talking with others and joins in with group conversations and games</i></p>	Takes turns to talk, listen and respond in two way conversations and groups	Remembers their words and speak clearly in presentations, performances and role play	
Gain, maintain and monitor the interest of the listener(s)	<i>Engages in sustained conversations with others</i>	Can initiate a conversation with a class visitor by using prepared questions	<p>Is usually able to keep to topic in a conversation</p> <p>Can be easily prompted to move on if they are talking too much</p>	
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Makes relevant comments in relation to what they have heard	<p>Respond to points of interest when listening to contributions of others e.g. 'Oh I have been to Coombe Abbey as well. Did you play on the playground there?'</p>	Asks lots of questions to find out information and responds appropriately to the answers	

## AFIS Progression in Learning Framework for Speaking & Listening – KS1

<b>Select and use appropriate registers for effective communication</b>	<i>Enjoys playing with language</i>	<b>Imitates popular language</b> e.g. 'It's cool', 'Hey mate!', or 'It's wicked'	<b>Knows that there are some terms or expressions that are only used amongst friends</b> e.g. 'in your face', 'wicked' and 'yeah right' with friends but not teachers.	