



English Core Knowledge/Skills Organiser (Sticky learning – Speaking and Listening)

	Reception	Year 1/2	Lower KS2	Upper KS2
To listen carefully and understand.	Listen to longer stories and answer a variety of questions	To follow instructions of more than one point	To ask for specific information	To answer questions that are more than yes/no
To develop a wide and subject-specific vocabulary	To learn new words for each topic	To use new words generated by topic	Use interesting adjectives when discussing topic	To explain the meaning of words and suggest alternatives.
To speak with clarity and confidence	Pronounce most initial sounds and special friends ch, sh and th.	Pronounce the sounds within words, demonstrating good phonetic knowledge.	Use intonation to emphasise grammar and punctuation when reading aloud.	Present an idea or explanation to peers
To present stories with structure	To retell three events in the correct order.	To tell a story with a sequence of events.	To bring stories to life with expression	Perform in improvised role play, group or class performances considering the effectiveness of delivery.
To hold conversations and debates	To start using words such as 'where, when and why'.	Make comments relating to contributions of other children	Make relevant comments or ask questions in a discussion or a debate.	Negotiate and compromise by offering alternatives.

Skills and Knowledge Progression

	Reception	Year1/2	Year 3/4	Year 5/6
To listen carefully and understand.	Listen to longer stories and answer a variety of questions	<p>Take turns to talk, listening carefully to the contributions of others.</p> <p>Sift information and focus on the important points.</p> <p>Seek clarification when a message is not clear.</p> <p>Understand instructions with more than one point.</p>	<p>Engage in discussions, making relevant points.</p> <p>Ask for specific additional information to clarify</p>	<p>Understand how to answer questions that require more than a yes/no or single sentence response.</p> <p>Demonstrate active listening by justifying ideas or expanding on the ideas of others.</p> <p>Recognise and explain some idioms.</p> <p>Understand the meaning of some phrases beyond the literal interpretation.</p>
To develop a wide and subject-specific vocabulary	<p>To learn new words for each topic</p> <p>To understand more complex vocabulary eg might, maybe, above and between</p>	<p>Use subject specific vocabulary to explain and describe.</p> <p>Suggest words or phrases appropriate to the topic being discussed.</p>	<p>Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion.</p> <p>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening</p>	<p>Use adventurous and sophisticated vocabulary.</p> <p>Explain the meaning of words, offering alternatives.</p> <p>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity</p>

<p>To speak with clarity and confidence</p>	<p>Pronounce most initial sounds and special friends ch, sh and th.</p> <p>Will respond with appropriate questions</p>	<p>Speak in a way that is clear and easy to understand.</p> <p>Speak confidently to a group of peers so that they understand the message of what is being said.</p> <p>Reflect on the clarity of the message given.</p> <p>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words</p>	<p>Use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p> <p>Explain a project or concept to a group of peers.</p> <p>Explain and develop ideas across the curriculum.</p> <p>Reflect on the effectiveness of the explanation.</p>	<p>Vary the length and structure of sentences.</p> <p>Ask questions and make suggestions to take an active part in discussions.</p> <p>Present an idea, topic or explanation to a group of peers.</p> <p>Expand and justify ideas across the curriculum.</p> <p>Reflect on the effectiveness of the explanation, expansion and justification.</p> <p>Comment on the grammatical structure of a range of spoken and written accounts.</p>
<p>To present stories with structure</p>	<p>To retell three events in the correct order.</p> <p>Can describe events that have happened in the day</p>	<p>Ensure stories have a setting, plot and a sequence of events.</p> <ul style="list-style-type: none"> • Recount experiences with interesting detail. Take part in role play of a familiar story. 	<p>Bring stories to life with expression and intonation</p> <p>Respond appropriately when in role including basic improvisation.</p>	<p>Narrate detailed and exciting stories.</p> <p>Use the conventions and structure appropriate to the type of story or presentation (fiction and nonfiction).</p> <p>Interweave action, character descriptions, settings and dialogue in a performance.</p> <p>Perform in improvised role play, group or class performances considering the effectiveness of delivery.</p>
<p>To hold conversations and debates</p>	<p>To start using words such as 'where, when and why' .</p> <p>to understand words that relate phrases together e.g. if, when, why.</p>	<p>Take turns to talk, listening carefully to the contributions of others.</p> <p>Know that different people hold opinions that are different from our own.</p> <ul style="list-style-type: none"> • Know that different language is appropriate in different situations (formal and informal) 	<p>Make relevant comments or ask questions in a discussion or a debate.</p> <p>Seek clarification by actively seeking to understand others' points of view.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p> <p>Vary language between formal and informal according to the situation.</p>	<p>Negotiate and compromise by offering alternatives.</p> <p>Debate, using relevant details to support points.</p> <p>Offer alternative explanations when others don't understand.</p> <p>Add humour to a discussion or debate where appropriate.</p>

		Make contributions that are relevant to those that have come before.		Select appropriate language in a range of situations (formal or informal).
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