



JHSW Speaking and Listening Objectives Overview



The John Hampden School, Wendover				
	Early Years	Foundation Stage	Year 1	Year 2
Speaking	<ul style="list-style-type: none"> • Communicates with familiar peers and familiar adults • In a small groups or larger groups joins in a variety of songs, rhymes, poems. • Can talk about story which is familiar • Can start a conversation with an adult or a friend and continue it for many turns • Can say sentences of four to six words • Can use sentences joined up with words like 'because', 'and' • Can tell a story 	<p>Speaking ELG</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • 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. 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Begin to justify their own answers and opinions • Speak audibly (relevant to the audience) • Use spoken language to develop understanding through imagining and exploring ideas 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Begin to justify their own answers and opinions • Speak audibly (relevant to the audience) • Use spoken language to develop understanding through imagining and exploring ideas

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Listening	<ul style="list-style-type: none"> • In small groups contributes sensible comments to discussions and conversations. • Focuses attention – can still listen or do, but can change my own focus of attention • Respond to simple instructions that have two parts. • Understand a range of instructions that have two parts such as “get your coat and wait at the door”. • Answers simple why questions (sometimes not actually knowing the answer) 	<p>Listening, Attention and Understanding ELG</p> <ul style="list-style-type: none"> • 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; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Begin to justify their own answers and opinions • Speak audibly (relevant to the audience) • Use spoken language to develop understanding through imagining and exploring ideas 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Begin to justify their own answers and opinions • Speak audibly (relevant to the audience) • Use spoken language to develop understanding through imagining and exploring ideas