

**The National Curriculum
Handbook for primary teachers in England Archived - QCA-99-457**

England: National Curriculum - English - En1 - Speaking & Listening - Teaching Points

	Speaking			Listening			Group Discussion and Interaction			Drama			
Key Stage, Age and Year Level Indicators	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Speech Context (What)	Spoken Language Conventions (Students should be taught how to...)	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Listening Context (What)	Listening Conventions (Students should be taught how to...)	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Group Context (What)	Group Work Conventions (Students should be taught how to...)	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Dramatical Context (What)	Dramatical Work Conventions (Students should be taught how to...)	
KS1 (Age 5-7) (Year 1-2)	telling stories, real and imagined	Speak clearly, fluently and confidently to different people	speak with clear diction and appropriate intonation	to listen to: a each other	Listen, understand and respond to others	sustain concentration	making plans and investigating	To join in as members of a group	Take turns in speaking	working in role	To participate in a range of drama activities	use language and actions to explore and convey situations, characters and emotions	
	reading aloud and reciting		choose words with precision	to listen to adults giving detailed explanations and presentations [for example, describing how a model works, reading aloud]		remember specific points that interest them	sharing ideas and experiences		relate their contributions to what has gone on before			presenting drama and stories to others [for example, telling a story through tableaux or using a narrator]	create and sustain roles individually and when working with others
	describing events and experiences		organise what they say	to listen to recordings [for example, radio, television].		make relevant comments	commenting and reporting.		take different views into account			responding to performances.	comment constructively on drama they have watched or in which they have taken part.
	speaking to different people, including friends, the class, teachers and other adults.		focus on the main point(s)			listen to others' reactions			extend their ideas in the light of discussion				
			include relevant detail			ask questions to clarify their understanding			give reasons for opinions and actions.				
			take into account the needs of their listeners.			identify and respond to sound patterns in language [for example, alliteration, rhyme, word play].							
			Pupils should be introduced to some of the main features of spoken standard English and be taught to use them	When teaching standard English it is helpful to bear in mind the most common non-standard usages in England: ■subject-verb agreements (they was) ■-formation of past tense (have fell, I done) ■-formation of negatives (ain't).									
			Pupils should be taught about how speech varies	in different circumstances [for example, to reflect on how their speech changes in more formal situations]									
				to take account of different listeners [for example, adapting what they say when speaking to people they do not know].									

KS2 (Age 7-11) (Year 3-6)			Speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences	to listen to live talks / readings / presentations	Listen, understand and respond appropriately to others	recall and re-present important features of an argument, talk, reading, radio or television programme, film	planning, predicting, exploring	To talk effectively as members of a group	make contributions relevant to the topic and take turns in discussion	improvisation and working in role	To participate in a wide range of drama activities and to evaluate their own and others' contributions	use dramatic techniques to explore characters and issues [for example, hot seating, flashback]	
	reading aloud		use vocabulary and syntax that enables them to communicate more complex meanings	Others in groups		identify the gist of an account or key points in a discussion and evaluate what they hear	investigating, selecting, sorting		take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson			scripting and performing in plays	create, adapt and sustain different roles, individually and in groups
	extended speaking for different purposes.		show clear shape and organisation with an introduction and an ending	to listen to recordings [for example, radio, television, film]		respond to others appropriately, taking into account what they say.	explaining, reporting, evaluating.		deal politely with opposing points of view and enable discussion to move on			responding to performances.	evaluate how they and others have contributed to the overall effectiveness of performances.
	presenting to different audiences		evaluate their speech and reflect on how it varies.			ask relevant questions to clarify, extend and follow up ideas			qualify or justify what they think after listening to others' questions or accounts				use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script
			choose material that is relevant to the topic and to the listeners			Identify features of language used for a specific purpose [for example, to persuade, instruct or entertain]			vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions				
			gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects]						use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.				
		Pupils should be taught the grammatical constructions that are characteristic of spoken standard English and to apply this knowledge appropriately in a range of contexts.	When teaching standard English it is helpful to bear in mind the most common non-standard usages in England: ■--formation of adverbs (come quick) ■--use of demonstrative pronouns (them books).										
		Pupils should be taught about how lanaguage varies	According to context and purpose [for example, choice of vocabulary in more formal situations]										
			Between standard and dialect forms [for example, in drama, the effect of using standard or dialect forms]										
		Between spoken and written forms [for example, the differences between transcribed speech, direct speech and reported speech].											