



Farington Moss St Paul's CE Primary- Speaking and Listening 2026-27

Communication & Language						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Celebrations	Whatever The Weather	Now and Then	Mini Beast Detectives	The Next Chapter
Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Autumn 1 Listening, Attention and Understanding	Autumn 2 Listening, Attention and Understanding	Spring 1 Listening, Attention and Understanding	Spring 2 Listening, Attention and Understanding	Summer 1 Listening, Attention and Understanding	Summer 2 Listening, Attention and Understanding
	Listens with interest to familiar adults, sounds, songs and rhymes. Begins to focus attention during short adult-led activities. Can shift attention when prompted by an adult. Understands and follows simple, familiar instructions. Begins to understand and respond to simple questions such as "what?" and "where?"	Listens to short stories, songs and rhymes with increasing attention. Maintains attention for short periods during adult-led activities. Responds appropriately to familiar instructions and questions. Follows a simple instruction in a range of familiar contexts. Begins to understand questions about familiar experiences and events	Listens carefully to stories, rhymes and songs. Pays attention to what others say and responds appropriately. Can shift attention between different activities when required. Understands and follows an instruction containing two parts. Understands a wider range of questions, including "who?", "what?" and "where?"	Listens attentively in a range of situations. Maintains attention during whole-class, small-group and independent activities for increasing periods. Responds appropriately to what they hear. Understands "who?", "what?", "where?" and "why?" questions. Follows instructions involving more than one step.	Maintains attention during whole-class and small-group activities. Listens attentively to adults and other children. Responds to what they hear with relevant comments, questions or actions. Follows increasingly detailed instructions. Understands "why?" and "how?" questions and gives appropriate responses. Asks questions to clarify their understanding.	Listens attentively and responds to what they hear with relevant questions, comments and actions. Demonstrates understanding during whole-class discussions, small-group interactions and stories. Makes relevant comments about what they have heard. Asks questions to clarify their understanding.



Farington Moss St Paul's CE Primary- Speaking and Listening 2026-27

			Demonstrates understanding of vocabulary and concepts introduced through learning and play.	Begins to ask questions to check or develop their understanding	Participates in sustained back-and-forth conversations.	Holds conversations when engaged in back-and-forth exchanges with adults and peers.
	Speaking Communicates needs, ideas and interests using words, phrases or simple sentences. Talks about familiar people, objects and experiences. Begins to join in with familiar songs, rhymes and repeated phrases. Begins to communicate with adults and other children during play.	Speaking Uses increasingly complete sentences to express needs, ideas and experiences. Begins to use talk confidently during play. Talks about something that has happened to them. Begins to use new vocabulary introduced through stories, conversations and provision. Engages in short back-and-forth conversations with adults and peers.	Speaking Uses increasingly detailed sentences to communicate ideas. Uses talk to organise their thinking and play. Uses recently introduced vocabulary in appropriate contexts. Begins to describe events in greater detail. Takes turns during conversations with adults and other children.	Speaking Uses talk to organise ideas, explain play and communicate with others. Uses a growing range of vocabulary introduced through stories, topics and experiences. Describes familiar events in an appropriate sequence. Begins to explain ideas and give simple reasons. Participates in conversations, taking turns and responding to what others say	Speaking Uses recently introduced vocabulary across different contexts. Retells familiar events and stories in an appropriate sequence. Offers explanations for why things might happen. Expresses ideas and feelings using increasingly complete sentences. Uses talk confidently in small-group, whole-class and one-to-one situations. Uses language to explain thinking and develop ideas.	Speaking Participates in small-group, class and one-to-one discussions, offering their own ideas. Uses recently introduced vocabulary appropriately. Offers explanations for why things might happen. Expresses ideas and feelings about their experiences using full sentences. Uses past, present and future tenses appropriately, with modelling and support where needed. Uses conjunctions to connect ideas and extend sentences, with modelling and support where needed