



ENGLISH SPEAKING AND LISTENING

MEDIUM TERM PLAN - 2025/2026

RECEPTION

Topic	In this unit of work, children learn:-
Listen and respond appropriately to adults	- to switch attention from play to an adult with a prompt - to sit and listen to an adult and know this is important - to follow 1 and 2 step instructions.
Ask relevant questions to extend understanding and knowledge	to ask and understand simple questions – Who? What? leading to Why?
Consider and evaluate different viewpoints	- to listen to what someone else says in play or in an adult led activity. - to start and continue a conversation with a peer
Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively.	- to speak in well-formed sentences which are audible and clear - to start a conversation with an adult in an appropriate way. - to use connectives in speech. - to develop social phrases to use in context - to develop pronunciation of poly-syllabic words through modelling. - to begin to use correct tenses
Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)	- to recite a short rhyme in song or as a poem - simple traditional rhymes and poems as a class/group - to retell a story – following deep familiarity including repeating phrases
Use relevant strategies to build vocabulary	to begin to use new words heard in story or modelled by adults
Articulate and justify answers, arguments and opinions	to use talk to help solve problems in play and activities – explain how things work.
Give well-structured descriptions, explanations and narratives for different purposes	- to retell simple and repeated stories in role play, or with puppets. - to use picture prompts to support - to use character names and words from the story
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	to use language appropriate to imaginative play, responding to a stimulus



Participate in discussions, presentations, performances, role play/ improvisations and debates	• to use talk to organise themselves in play – including role play • to express a point of view and say if they disagree
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YEAR ONE

Topic	In this unit of work, children learn:-
Listen and respond appropriately to adults	• to demonstrate attentive listening and can express simple views on a subject • to consistently understand simple 3 part spoken instructions
Maintain attention and participate actively in collaborative discussions	• to behave appropriately during interactions and demonstrate the use of some non-verbal gestures – looking, eye gaze, posture – turning towards the speaker when talking to others.
Ask relevant questions to extend understanding and knowledge	• to extend their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...?
Consider and evaluate different viewpoints	• to respond to what they hear with relevant comments
Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively.	• to speak in a way that is clear and easy enough to understand • to use a more formal tone with the adults in school
Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)	• to recite some simple rhyme and traditional poems by heart • to recite in a group
Use relevant strategies to build vocabulary	• to select specific words to make the meaning clearer
Articulate and justify answers, arguments and opinions	• to use language to express opinion and explain
Give well-structured descriptions, explanations and narratives for different purposes	• to tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	• to engage in imaginative play and act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation



Participate in discussions, presentations, performances, role play/ improvisations and debates	- to use character voices in context - to contribute appropriately to discussion making comments relative to the topic
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YEAR TWO

Topic	In this unit of work, children learn:-
Listen and respond appropriately to adults	- to listen to others and begin to summarise some of the main points. - to understand complex 2 and 3 part instructions
Maintain attention and participate actively in collaborative discussions	to sustain the attention of the listener e.g. will use eye gaze and ask questions to involve and engage others
Ask relevant questions to extend understanding and knowledge	to show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did?
Consider and evaluate different viewpoints	- to recognise that there are other viewpoints. - to make a simple comment in response to others' viewpoints and say whether they agree or disagree and why
Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively.	- to use speech that is consistently easy to understand and clear. - to use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when - to know that they need to use different styles of talk with different people - to greet visitors appropriately etc.
Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)	- to recite some rhyme and traditional poems by heart. - to recite individually and begin to use appropriate tone and pace
Use relevant strategies to build vocabulary	- to ask for the meaning of unknown words - to use newly introduced topic words appropriately in a sentence
Articulate and justify answers, arguments and opinions	to use more complicated grammar to explain or justify opinion
Give well-structured descriptions, explanations and narratives for different purposes	to express personal feelings or recount experiences with clarity, beginning to make connections between ideas and thoughts
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	to express characters' thoughts and feelings in imaginative play and use words appropriate words, phrases and sentences



Participate in discussions, presentations, performances, role play/improvisations and debates	to participate in discussions, presentations, performances, role play/improvisations and debates
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YEAR THREE

Topic	In this unit of work, children learn:-
Listen and respond appropriately to adults	to listen and respond to others making connected comments and begin to extend the points made by others
Maintain attention and participate actively in collaborative discussions	to keep talk purposeful and stay on topic and begin to use gestures and intonation to further meaning
Ask relevant questions to extend understanding and knowledge	to ask relevant questions in a widening variety of situations
Consider and evaluate different viewpoints	to listen to others' views and preferences, agree next steps to take, and consider alternatives
Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively.	- to speak clearly using more sophisticated language to explain, justify and relay information - With support, to make more formal language choices when speaking to visitors and staff in school
Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)	to prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Use relevant strategies to build vocabulary	to use newly introduced topic words and more adventurous vocabulary appropriately
Articulate and justify answers, arguments and opinions	to begin to articulate and justify opinion on a character, event or situation in response to a question or prompt
Give well-structured descriptions, explanations and narratives for different purposes	to express personal feelings or recount experiences with clarity and make clear connections between ideas and thoughts
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	- to explore and imagine feelings within both story and real life settings - to express views and feelings and show the confidence to speculate on a range of possible outcomes



Participate in discussions, presentations, performances, role play/improvisations and debates	- to create and sustain a role for longer periods adding greater detail to a role/character - to present and structure information in different ways
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YEAR FOUR

Topic	In this unit of work, children learn:-
Listen and respond appropriately to adults	to listen to others, work out which information is important and make relevant and related comments
Maintain attention and participate actively in collaborative discussions	to adapt language to engage and suit their audience e.g. vocabulary appropriate to an audience, intonation to engage, eye gaze, eye contact, well used gestures
Ask relevant questions to extend understanding and knowledge	to recognise the difference between open and closed questions and start to demonstrate that they can use/apply these appropriately
Consider and evaluate different viewpoints	to make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why
Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively.	- to speak clearly and fluently about a range of events - to use complex sentences to communicate clearly and explain further - in familiar situations, to recognise for themselves when to use formal language
Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)	to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Use relevant strategies to build vocabulary	to use a wider range of verbs and adverbs within their everyday and more formal speech and begin to understand the effect
Articulate and justify answers, arguments and opinions	to articulate and justify opinion on a character, event or situation in response to a question or prompt
Give well-structured descriptions, explanations and narratives for different purposes	to present information or personal feelings in a structured way, with key ideas highlighted
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	to make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar)



Participate in discussions, presentations, performances, role play/ improvisations and debates	- to sustain a role/scenario and show an understanding of the character through speech - to present information in a structured way and is able to use specific vocabulary
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YEAR FIVE

Topic	In this unit of work, children learn:-
Listen and respond appropriately to adults	to listen and respond to others and make contributions which add challenge to ideas
Maintain attention and participate actively in collaborative discussions	to stay on topic and begin to be more selective about how much and which details to include in order to keep the listener interested
Ask relevant questions to extend understanding and knowledge	to pose increasingly thoughtful questions to both their peers and to adults
Consider and evaluate different viewpoints	to interpret and respond to different viewpoints by making relevant comments that build on the contributions of others
Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively.	- to begin to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however, etc. - to select the appropriate register in familiar situations
Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)	- a wider range of poetry by heart - to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Use relevant strategies to build vocabulary	to evaluate the effectiveness and impact of their own and others' word choices, e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates
Articulate and justify answers, arguments and opinions	to articulate clearly and justify more complex opinions and answers about a character, event or situation
Give well-structured descriptions, explanations and narratives for different purposes	to present information or personal feelings coherently selecting memorable details including specific vocabulary
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect



Participate in discussions, presentations, performances, role play/ improvisations and debates	- to develop a role and understand that the character will respond differently and display different 'sides' to them depending on the situation - to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific
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YEAR SIX

Topic	In this unit of work, children learn:-
Listen and respond appropriately to adults	- to listen attentively to ideas and respond appropriately with: positive comments, observant suggestions and challenges - to notice and comment not only on what is said but how it is said
Maintain attention and participate actively in collaborative discussions	to structure their talk to meet the needs of their listeners e.g. well-chosen/relative details, appropriate language choices, clear and succinct information and a range of none-verbal gestures (such as deliberate pause/delay effect)
Ask relevant questions to extend understanding and knowledge	to understand and use different types of questions to suit different situations
Consider and evaluate different viewpoints	to interpret and respond to different viewpoints by building on contribution of others and formulate questions to deepen understanding
Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively.	- to use complex sentence structures with confidence and be fluent and clear in a wide range of situations - in a range of situations, to be able to adapt language style and register to suit the purpose - to adapt speech depending on the audience
Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)	- a wider range of poetry by heart - to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Use relevant strategies to build vocabulary	to evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect
Articulate and justify answers, arguments and opinions	to articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others
Give well-structured descriptions, explanations and narratives for different purposes	to adapt the structure of talk in ways which support meaning and show attention to the listener
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	to use a wide range of vocabulary to speculate about possible outcomes in narrative and real life situations



Participate in discussions, presentations, performances, role play/improvisations and debates

- to demonstrate the ability to adapt a character to different scenarios and is able to sustain a role effectively
- to confidently vary grammar and vocabulary to suit the audience, purpose and/context