



Philosophy for Children at Crowthorne – Key Stage 1 and 2

Speaking and Listening Skills

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|---|--|---|---|
| NC: Understand that Standard English / formal language is used when presenting ideas and opinions publicly, and begin to use this appropriately. | NC: Understand that Standard English / formal language is used when presenting ideas and opinions publicly, and begin to use this appropriately. | NC: Understand that Standard English / formal language is used when presenting ideas and opinions publicly, and increasingly use this as appropriate | NC: Speak publicly with an increasing command of Standard English | NC: Speak publicly with an increasing command of Standard English | NC: Speak publicly with a good command of Standard English | NC: Speak publicly with a good command of Standard English |
| NC: Participate in discussions, role play and performances within the EYFS setting. | NC: Participate in discussions, role play, performances and presentations within the Year 1 setting. | NC: Participate in discussions, role play, performances and presentations within the Year 2 setting. | NC: Participate in discussions, role play, performances, debates, and presentations within the class, House assemblies and Whole school situations. | NC: Participate and make valuable contributions in discussions, role play, performances, debates, improvisations and presentations within the class, House assemblies and Whole school situations. | NC: Offer valuable, relevant and quality contributions in discussions, role play, performances, debates, improvisations and presentations within the class, House assemblies and Whole school situations. | NC: Offer valuable, relevant and quality contributions in discussions, role play, performances, debates, improvisations and presentations within the class, House assemblies and Whole school situations. |
| NC: Gain the interest of listener(s) | NC: Gain and maintain the interest of listener(s) | NC: Gain and maintain the interest of listeners, begin to show an awareness of the needs of the listener | NC: Gain and maintain the interest of listeners, and show an increasing awareness of the needs of the listener | NC: Gain, maintain and monitor the interest of the listener; and begin to respond to this. | NC: Gain, maintain and monitor the interest of the listener; respond to this. | NC: Gain, maintain and monitor the interest of the listener; and respond appropriately. |

P4C Progression Framework

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Building a Community of Philosophical Enquiry | | | | | | |
| The basic rules of P4C have been established and are being applied | The basic rules of P4C have been established and are being applied. | The rules of a P4C inquiry have been established and are applied consistently | The rules of a P4C inquiry have been established and are applied consistently. | Children work using the P4C model, contributing to and reviewing ground rules regularly | Children can set and revise ground rules for P4C sessions. | Children can set and revise rules (as Y5) and can identify behaviour, skills and attitudes related to the 4Cs. |
| Caring | | | | | | |
| NC: Listen and respond appropriately to adults and their peers | NC: Listen and respond appropriately to adults and their peers | NC: Listen and respond appropriately to adults and their peers | NC: Listen and respond appropriately to adults and their peers | NC: Listen and respond appropriately to adults and their peers | NC: Listen and respond appropriately to adults and their peers | NC: Listen and respond appropriately to adults and their peers |
| Understand that they must listen when someone else is talking so that they can comment on what is said. | Children listen to others, and show good listening skills – looking at the speaker and focusing for an increasing length of time and comment on what has been said. | Children listen to others and show good listening skills – looking at the speaker and focusing for an increasing length of time and comment on what has been said. | Children listen to others without interrupting, demonstrating good listening skills, acknowledging through gesture when they agree and to show they are listening. | Children listen to others without interrupting, demonstrating good listening skills, acknowledging through gesture when they agree and to show they are listening. | Children listen to others without interrupting, and make insightful follow-up comments afterwards. | Children listen to others without interrupting, and make insightful follow-up comments afterwards. |
| Children understand that they will take turns to talk and wait until it is their turn. | Children will use an agreed action to show that they wish to talk. | The children will start to wait until the speaker has finished before indicating their wish to contribute. | They will indicate their wish to speak after the chosen speaker has finished talking. | They will indicate their wish to speak after the chosen speaker has finished talking. | They will indicate their wish to speak after the chosen speaker has finished talking. | They will indicate their wish to speak after the chosen speaker has finished talking. |
| Children start to respond to comments made by other people – showing agreement, disagreement or adding a personal example. | Children can respond to a comment made by someone else – showing they agree, disagree or adding an example. | Children can respond to a comment made by someone else – showing they agree, disagree or adding an example. | Children are increasingly able to respond to, and build on, what adults and children have said. | Children able to respond to, and build on (without too much repetition), what adults and children have said. | Children able to respond to, and build on (without too much repetition), what adults and children have said. | Children able to respond to, and build on, what adults and children have said. |
| Children understand that their peers, adults or characters in the stimulus might experience different feelings. | Children are increasingly able to identify how their peers, adults or characters in the stimulus feel. | Children are increasingly able to imagine how peers, adults or characters in the stimulus feel. | Children are increasingly able to imagine how peers, adults or characters in the stimulus feel. | Children are able to imagine how peers, adults or characters in the stimulus feel and demonstrate this insight through relevant comments | Children imagine how peers, adults or characters in the stimulus feel and demonstrate this insight through relevant and thoughtful comments | Children imagine how peers, adults or characters in the stimulus feel and demonstrate this insight through relevant and thoughtful comments |

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| Collaborative | | | | | | |
| NC: Speak audibly for so that the rest of the group can hear them | NC: Speak audibly for so that the rest of the class can hear them; know that they must raise the level of their voice in order to present an idea clearly | NC: Speak audibly and fluently so that the rest of the class can hear them: know that they must raise the level of their voice in order to present an idea clearly | NC: Speak audibly, fluently and confidently within a group, class and whole school setting, and explain their ideas so that others can understand. | NC: Speak audibly, fluently and confidently within a group, class and whole school setting, and explain their ideas so that others can understand. | NC: Speak audibly, fluently and confidently within a group, class, whole school and wider audience, and explain their ideas so that others can understand. | NC: Speak audibly, fluently and confidently within a group, class, whole school and wider audience, and explain their ideas so that others can understand. |
| NC: Maintain attention and participate in collaborative conversations, staying on topic | NC: Maintain attention and participate in collaborative conversations. Children begin to understand the need to stay on topic, respond to questions and comments. | NC: Maintain attention and participate in collaborative conversations. Children begin to understand the need to stay on topic, respond to questions and comments. | NC: Maintain attention and participate in collaborative conversations. Children understand the need to stay on topic, respond to questions and comments. | NC: Maintain attention and actively participate in collaborative conversations, staying on topic and initiating and responding to comments. | NC: Maintain attention and actively participate in collaborative conversations, staying on topic and initiating and responding to comments. | NC: Maintain attention and actively participate in collaborative conversations, staying on topic and initiating and responding to comments. |
| NC: Articulate an answer and opinion in response to a question or stimulus Children are starting to explain their opinion (Why do you think that?) | NC: Articulate an answer and opinion in response to a question or stimulus Children are developing their ability to explain their opinion and starting to reflect on the viewpoints of others | NC: Articulate and justify an answer, viewpoint or opinion in response to a question or stimulus Children are able to explain their opinion and increasingly able to reflect on the viewpoints of others | NC: Articulate and justify answers, viewpoints and opinions in response to a question or stimulus Children are able to reflect on the viewpoints of others and are able to answer questions to explain their own opinion. | NC: Articulate and justify answers, viewpoints, arguments and opinions in response to a question or stimulus Children are able to reflect on the viewpoints of others and are able to answer questions to explain their own opinion. | NC: Articulate and justify answers, viewpoints, arguments and opinions in response to a question or stimulus Children are able to reflect on the viewpoints of others and are able to explain their own opinion. | NC: Articulate and justify answers, viewpoints, arguments and opinions in response to a question or stimulus Children are able to reflect on the viewpoints of others and explain their own opinion. |
| Creative | | | | | | |
| | Children start to make links between different areas of learning or experience to explain their opinions. | Children increasingly make links between different areas of learning or experience to explain their opinions. | Children make links between different areas of learning or experience to explain their opinions. | Children make links between different areas of learning or experience to explain their opinions. (Increasingly out of P4C sessions) | Children make links between different areas of learning or experience to explain their opinions. increasingly across the curriculum | Children confidently make links between different areas of learning or experience and explain their opinions, across the whole curriculum. |
| NC: Ask questions about topics that interest them and to clarify understanding. | NC: Ask relevant questions within an inquiry | NC: Ask relevant questions within an inquiry With prompting, the children are beginning to generate questions for an inquiry. | NC: Ask relevant questions to extend their understanding and knowledge within an inquiry Children are beginning to generate their own questions about a topic. | NC: Ask relevant questions to extend their understanding and knowledge within an inquiry Children increasingly generate their own questions about a topic. | NC: Ask relevant questions to extend their understanding and knowledge within an inquiry Children generate their own questions about a topic and suggest themes for an inquiry. | NC: Ask relevant questions to extend their understanding and knowledge within an inquiry Children generate their own questions about a topic and suggest themes for an inquiry |
| Children start to understand that they can change their mind (opinion) | Children are increasingly confident to change their mind / opinion and start to identify their new thinking / idea | Children can identify if their thinking and opinion has changed within an inquiry. | Children can evaluate if their thinking has changed or moved forward within a session. They can identify if they had a new idea. | Children evaluate if their thinking has changed or moved forward within a session. They can identify if they had a new idea. | Children can evaluate if their thinking has changed or moved forward within a session, and can identify the idea / thinking that prompted this | Children can evaluate if their thinking has changed or moved forward within a session, and can identify the idea / thinking that prompted this |
| Critical | | | | | | |
| Children understand that it is 'OK' to disagree and hold different views to their friends. | Children recognise the distinction between a quarrel and an argument. | Children recognise the distinction between a quarrel and an argument. | Children are starting to use the language of reason and reflection beyond P4C sessions | Children increasingly use the language of reason and reflection beyond P4C sessions | Children use the language of reason and reflection beyond P4C sessions | Children use the language of reason and reflection beyond P4C sessions |
| | NC: Understand that different people have different viewpoints and we can disagree with people. | NC: Consider different viewpoints and attend to and respond to the contributions of others | NC: Consider different viewpoints and attend to and respond to the contributions of others | NC: Consider and begin to evaluate different viewpoints, attending to and responding to the contributions and ideas of others. | NC: Consider and evaluate different viewpoints, attending to and building on the contributions and ideas of others. | NC: Consider and evaluate different viewpoints, attending to and building on the contributions and ideas of others. |
| | Children are demonstrating emerging philosophical language e.g. I agree / disagree I think because... | Children increasingly use the language of enquiry | Children use the language of enquiry with increasing confidence. | Children use the language of enquiry confidently and demonstrate caring, collaborative behaviour. | Children use the language of enquiry confidently and appropriately and demonstrate caring, collaborative behaviour. | Children use the language of enquiry confidently and appropriately and demonstrate caring, collaborative behaviour. |
| | Children select the questions they would like to discuss. | Children select the questions they would like to discuss, and are able to say why they believe it is a 'good' question. | Children can identify which questions will lead to a thoughtful discussion. They can evaluate whether questions/enquiries worked well or not. | Children can identify and select questions will lead to a thoughtful discussion. They can evaluate whether questions/enquiries worked well or not. | Children generate, and identify and select questions will lead to a thoughtful discussion. They can evaluate whether questions/enquiries worked well or not. | Children generate, identify and select questions will lead to a thoughtful discussion. They can evaluate whether questions/enquiries worked well or not. |
| | Children are developing the ability to summarise their conclusion verbally. | Children are able to summarise their conclusion verbally (in a sentence) or in a written sentence. | Children are beginning to summarise their conclusions either in a sentence or as a short written explanation. | Children are beginning to summarise their conclusions either in a few sentences or as a short written explanation. | Children are able to summarise their conclusions a short written explanation. | Children are able to summarise their conclusions as a short written explanation. |

