

Interview Skills

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| EYFS | Speak so that they can be heard and understood. |
| | Look at who is talking to them and who they are talking to. |
| | Make eye contact when speaking to someone or being spoken to and remain still. |
| | Use gestures to support meaning in general conversations and play. |
| | Speak in sentences. |
| | Ask questions using question words. |
| | Answer 'why' questions. |
| | Use well formed sentences. |
| | Start to answer what, where, when, how and why questions. |
| | Use joining connectives for longer sentences (if, because, so, could, but). |
| | Use 'because' to develop ideas. |
| | Answers are relevant to what has been asked. |
| | Describe events that have happened to them. |
| | Answers contain more detail are relevant to what has been asked. |
| | Questions asked are relevant to the situation. |
| | Describe events that have happened to them and experiences in detail. |
| | Look at the person speaking to them. |
| | Listen and respond appropriately. |
| Year 1 | Use body language to show active listening and supporting meaning when speaking e.g. nodding, facial expressions etc. |
| | Speak in sentences. |
| | Start to answer what, where, when, how and why questions. |
| | Give a reason(s) for their opinion or idea. |
| | Ask questions to find out more about something e.g. What? When? Why? |
| | Respond to what is said with relevant comments. |
| Year 2 | Speak clearly at an appropriate volume and pace in a range of contexts. |
| | Gestures become increasingly natural to support speech. |
| | Make natural use of body language and facial expressions. |
| | Use subject specific vocabulary correctly most of the time when talking in sentences. |
| | Answer what, where, when, how and why questions. |
| | Use joining connectives for longer sentences when talking. |
| | Listen with sustained concentration. |
| | Speak with increased confidence in front of others. |
| | Listen to others and ask relevant questions about what they have heard. |
| Year 3 | Deliberately select gestures that support the delivery of ideas. |
| | Use subject specific vocabulary correctly when talking. |
| | Select precise vocabulary when speaking about something rather than e.g. nice or sad. |
| | Carefully select the phrasing they use to express ideas and understand that this supports clarity. |
| | Begin to vary sentence structures and length for effect when speaking. |
| | Give more detailed reasons for their opinions. |
| | Ask questions to find out more about a subject that is being discussed or to clarify their understanding. |
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| | Continue to deliberately select gestures that support the delivery of ideas. |
| | Use appropriate tone of voice. |

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| | Continue to speak fluently. |
| | Use an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking. |
| | Use a wider range of verbs and adverbs within everyday and more formal speech. |
| | Comfortably use idioms and expressions. |
| Year 4 | Begin to understand the difference between open and closed questions and ask probing questions – Why....? Tell me how....? Do you think....? What will happen if.....? |
| | Listen with sustained concentration and make decisions based on what has been heard. |
| Year 5 | Deliberately vary tone of voice in order to convey meaning. |
| | Consciously adapt tone, pace and volume of voice within a single situation. |
| | Use an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking. |
| | Use specialist vocabulary. |
| | Comfortably use idioms and expressions. |
| | Identify when a discussion is going off topic and be able to bring it back on track. |
| | Ask probing questions – Why....? Tell me how....? Do you think....? What will happen if.....? to gain specific information to help their understanding. |
| | Talk reflects that they have listened carefully. |
| | Speak with flair and passion. |
| Year 6 | Deliberately vary tone of voice in order to convey meaning. |
| | Consciously adapt tone, pace and volume of voice within a single situation. |
| | Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking. |
| | Use specialist vocabulary. |
| | Use humour, irony, sarcasm and mimicry. |
| | Structure talk in sophisticated ways. |
| | Identify different types of question and respond appropriately, presenting mature evidence where appropriate. |
| | Ask a variety of question types depending on the required impact –open, closed, leading, negative and rhetorical. |