

## Speaking and Listening whole school progression map



Skills	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening Skills</b>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
<b>Following Instructions</b>	To follow instructions involving several ideas or actions.	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.	To follow instructions in a range of unfamiliar situations.  To recognise when it is needed and ask for specific additional information to clarify instructions.	To follow complex directions/multi-step instructions without the need for repetition.		

			To attempt to follow instructions before seeking assistance				
<b>Asking and answering questions</b>	Make comments about what they have heard and ask questions to clarify their understanding;	To begin to ask questions that are linked to the topic being discussed.  To answer questions on a wider range of topics (sometimes may only be one word answers).	To show that they are following a conversation by asking relevant and timely questions.  To answer questions using clear sentences.  To begin to give reasoning behind their answers when prompted to do so.	To ask questions that relate to what has been heard or what was presented to them.  To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said.  To regularly offer answers that are supported with justifiable reasoning.	To ask questions which deepen conversations and/or further their knowledge.  To understand how to answer questions that require more detailed answers and justification.	To regularly ask relevant questions to extend their understanding and knowledge.  To articulate and justify answers with confidence in a range of situations.
<b>Drama, performance and confidence</b>	To express themselves effectively, showing awareness of listeners' needs. To speak confidently in a familiar group,	To speak clearly in a way that is easy to understand.  To speak in front of larger audiences, e.g. in a class	To speak confidently within a group of peers so that their message is clear.  To practise and rehearse reading	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.	To use intonation when reading aloud to emphasise punctuation.  To practise and rehearse sentences and stories, gaining	To narrate stories with intonation and expression to add detail and excitement for the listener.  To use feedback from peers and teachers (and from	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).

	will talk about their ideas.	assembly, during a show 'n' tell session.  To know when it is their turn to speak in a small group presentation or play performance.  To take part in a simple role play of a known story.	sentences and stories aloud.  To take on a different role in a drama or role play and discuss the character's feelings.  To recognise that sometimes speakers talk differently and discuss reasons why this might happen.	To speak regularly in front of large and small audiences.  To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	feedback on their performance from teachers and peers.  To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.  To discuss the language choices of other speakers and how this may vary in different situations.	observing other speakers) to make improvements to performance.  To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	To gain, maintain and monitor the interest of the listener(s).  To select and use appropriate registers for effective communication.
<b>Vocabulary building and standard English</b>	Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions,	To use appropriate vocabulary to describe their immediate world and feelings.  To think of alternatives for simple vocabulary choices.	To start to use subject-specific vocabulary to explain, describe and add detail.  To suggest words or phrases appropriate to	To use vocabulary that is appropriate to the topic and/or the audience.  To recognise powerful vocabulary in stories/ texts that they read	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.  To know and use language that is acceptable in formal and informal	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.  To know and use language that is acceptable in formal and informal situations	To use relevant strategies to build their vocabulary.  To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic,

	with modelling and support from their teacher.		<p>the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p>	<p>or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>with increasing confidence.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p>	<p>audience and purpose.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To confidently explain the meaning of words and offer alternative synonyms.</p>
<b>Speaking for a range of purposes</b>	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes	To organise their thoughts into sentences before expressing them.	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some</p>	<p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions,</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>To participate in debates/arguments</p>	<p>To communicate confidently across a range of contexts and to a range of audiences.</p>

	and poems when appropriate;	<p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>added interesting details.</p> <p>To offer ideas based on what has been heard.</p>	<p>recounts and narrative retellings with added details to engage listeners.</p>	<p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>	<p>and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>To articulate and justify arguments and opinions with confidence.</p> <p>To give wellstructured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To make reference back to their original thoughts when their opinions have changed</p>
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<b>Participating in discussions</b>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	To take account of the viewpoints of others when participating in discussions.	<p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum.</p>	<p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	To offer an alternative explanation when other participant(s) do not understand.