



Whole School Speaking and Listening Skills Progression

To listen carefully and understand.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To participate in small group, class and one-to-one discussions, offering own ideas and taking turns.</p> <p>To listen attentively and respond to what is heard with relevant questions, comments and actions.</p> <p>To make comments about what they have heard and ask questions to clarify understanding.</p> <p>To hold conversations when engaged in a back-and-forth exchange with adults and peers.</p>	<p>To take turns to talk, listening carefully to the contributions of others.</p> <p>To sift information and focus on the important points.</p> <p>To seek clarification when a message is not clear.</p> <p>To understand instructions with more than one point.</p>	<p>To take turns to talk, listening carefully to the contributions of others.</p> <p>To sift information and focus on the important points.</p> <p>To seek clarification when a message is not clear.</p> <p>To understand instructions with more than one point.</p>	<p>To engage in discussions, making relevant points.</p> <p>To ask for specific additional information to clarify.</p>	<p>To engage in discussions, making relevant points.</p> <p>To ask for specific additional information to clarify.</p>	<p>To understand how to answer questions that require more than a yes/no or single sentence response.</p> <p>To demonstrate active listening by justifying ideas or expanding on the ideas of others.</p> <p>To recognise and explain some idioms.</p> <p>To understand the meaning of some phrases beyond the literal interpretation.</p>	<p>To understand how to answer questions that require more than a yes/no or single sentence response.</p> <p>To demonstrate active listening by justifying ideas or expanding on the ideas of others.</p> <p>To recognise and explain some idioms.</p> <p>To understand the meaning of some phrases beyond the literal interpretation.</p>



Whole School Speaking and Listening Skills Progression

To develop a wide and subject-specific vocabulary.						
To participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary.	To use subject specific vocabulary to explain and describe. To suggest words or phrases appropriate	To use subject specific vocabulary to explain and describe. To suggest words or phrases appropriate	To use interesting adjectives, adverbial phrases and expanded noun phrases in discussion.	To use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. To use vocabulary	To use adventurous and sophisticated vocabulary. To explain the meaning of words, offering alternatives.	To use adventurous and sophisticated vocabulary. To explain the meaning of words, offering alternatives.
To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.	to the topic being discussed.	to the topic being discussed.	To use vocabulary that is appropriate to the topic being discussed or the audience that is listening.	that is appropriate to the topic being discussed or the audience that is listening.	To use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.	To use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.



Whole School Speaking and Listening Skills Progression

To speak with clarity and confidence.						
<p>To begin to speak in a clear way that is easy to understand.</p> <p>To begin to speak confidently to a group of peers so that they understand the message of what is being said, for example during Show and Tell.</p>	<p>To speak in a way that is clear and easy to understand.</p> <p>To speak confidently to a group of peers so that they understand the message of what is being said.</p> <p>To reflect on the clarity of the message given.</p> <p>To demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</p>	<p>To speak in a way that is clear and easy to understand.</p> <p>To speak confidently to a group of peers so that they understand the message of what is being said.</p> <p>To reflect on the clarity of the message given.</p> <p>To demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</p>	<p>To use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>To use intonation to emphasise grammar and punctuation when reading aloud.</p> <p>To explain a project or concept to a group of peers.</p> <p>To explain and develop ideas across the curriculum.</p> <p>To reflect on the effectiveness of the explanation.</p>	<p>To use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>To use intonation to emphasise grammar and punctuation when reading aloud.</p> <p>To explain a project or concept to a group of peers.</p> <p>To explain and develop ideas across the curriculum.</p> <p>To reflect on the effectiveness of the explanation.</p>	<p>To vary the length and structure of sentences.</p> <p>To ask questions and make suggestions to take an active part in discussions.</p> <p>To present an idea, topic or explanation to a group of peers.</p> <p>To expand and justify ideas across the curriculum.</p> <p>To reflect on the effectiveness of the explanation, expansion and justification.</p> <p>To comment on the grammatical structure of a range of spoken and written accounts.</p>	<p>To vary the length and structure of sentences.</p> <p>To ask questions and make suggestions to take an active part in discussions.</p> <p>To present an idea, topic or explanation to a group of peers.</p> <p>To expand and justify ideas across the curriculum.</p> <p>To reflect on the effectiveness of the explanation, expansion and justification.</p> <p>To comment on the grammatical structure of a range of spoken and written accounts.</p>
To present stories with structure.						
<p>To retell or recount stories and narratives using own words and recently introduced vocabulary.</p>	<p>To ensure stories have a setting, plot and a sequence of events.</p>	<p>To ensure stories have a setting, plot and a sequence of events.</p>	<p>To bring stories to life with expression and intonation.</p> <p>To respond</p>	<p>To bring stories to life with expression and intonation.</p> <p>To respond</p>	<p>To narrate detailed and exciting stories.</p> <p>To use the conventions and structure appropriate to</p>	<p>To narrate detailed and exciting stories.</p> <p>To use the conventions and structure appropriate to</p>



Whole School Speaking and Listening Skills Progression

<p>To recount experiences, narratives and stories with peers and class adults.</p> <p>To use props and materials when role-playing characters.</p>	<p>To recount experiences with interesting detail. Take part in role play of a familiar story.</p>	<p>To recount experiences with interesting detail. Take part in role play of a familiar story.</p>	<p>appropriately when in role including basic improvisation.</p>	<p>appropriately when in role including basic improvisation.</p>	<p>the type of story or presentation (fiction and nonfiction).</p> <p>To interweave action, character descriptions, settings and dialogue in a performance.</p> <p>To perform in improvised role play, group or class performances considering the effectiveness of delivery.</p>	<p>the type of story or presentation (fiction and nonfiction).</p> <p>To interweave action, character descriptions, settings and dialogue in a performance.</p> <p>To perform in improvised role play, group or class performances considering the effectiveness of delivery.</p>
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Whole School Speaking and Listening Skills Progression

To hold conversations and debates.

<p>To hold conversations when engaged in a back-and-forth exchange with adults and peers, taking turns.</p>	<p>To take turns to talk, listening carefully to the contributions of others.</p>	<p>To take turns to talk, listening carefully to the contributions of others.</p>	<p>To make relevant comments or ask questions in a discussion or a debate.</p>	<p>To make relevant comments or ask questions in a discussion or a debate.</p>	<p>To negotiate and compromise by offering alternatives.</p>	<p>To negotiate and compromise by offering alternatives.</p>
<p>To talk about the lives of people and their roles in society.</p>	<p>To know that different people hold opinions that are different from our own.</p>	<p>To know that different people hold opinions that are different from our own.</p>	<p>To seek clarification by actively seeking to understand others' points of view.</p>	<p>To seek clarification by actively seeking to understand others' points of view.</p>	<p>To debate, using relevant details to support points.</p>	<p>To debate, using relevant details to support points.</p>
<p>To express ideas and feelings about different experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions (with modelling and support from teacher).</p>	<p>To know that different language is appropriate in different situations (formal and informal) To make contributions that are relevant to those that have come before.</p>	<p>To know that different language is appropriate in different situations (formal and informal) To make contributions that are relevant to those that have come before.</p>	<p>To respectfully challenge opinions or points, offering an alternative. Vary language between formal and informal according to the situation.</p>	<p>To respectfully challenge opinions or points, offering an alternative. Vary language between formal and informal according to the situation.</p>	<p>To offer alternative explanations when others don't understand.</p>	<p>To offer alternative explanations when others don't understand.</p>
					<p>To add humour to a discussion or debate where appropriate.</p>	<p>To add humour to a discussion or debate where appropriate.</p>
					<p>To select appropriate language in a range of situations (formal or informal).</p>	<p>To select appropriate language in a range of situations (formal or informal).</p>



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