

Speaking and Listening Progression



Throughout their primary school years all children should learn to:

- Understand, recall and respond to speakers' implicit and explicit meanings.
- Explain and comment on the speakers' use of language, including grammar, vocabulary and non-verbal features.
- Speak competently and creatively for different purposes and audiences, reflecting on impact and response.
- Explore, develop and sustain ideas through talk.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	<p>22-36 Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk eg. Reaches towards toy, saying 'I have it.' Uses a variety of questions (eg. Who? Where? What?) Uses simple sentences (eg. Mummy gonna work) Beginning to use word endings (eg. Going, cats)</p> <p>30-50 Beginning to use more complex sentences to link thoughts (eg. Using and because) Can retell a simple past event in the correct order (eg. Went down slide, hurt finger) Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanation. Asks eg. Who? What? Where? Why? Uses a range of tenses (eg. Play, playing, will play) Use intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play eg. 'This is my castle.'</p> <p>40-60 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas and feelings and events. Introduces a storyline or narrative into their play.</p> <p>ELG Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>To be able to speak about matters of immediate interest</p> <p>To convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail</p> <p>To ask relevant questions</p> <p>Retell stories, ordering events, using story language</p> <p>Interpret a text by reading aloud with variety pace and emphasis</p> <p>Experiment with and build new stores of words to communicate with in different contexts</p>	<p>Speak with clarity and use appropriate intonation when reading and reciting texts.</p> <p>To begin to be aware that in some situations a more formal vocabulary and tone of voice are used</p> <p>To begin to use standard English and understand when it is used</p> <p>To begin to show confidence in speaking and listening, particularly where the topics interest</p> <p>To speak clearly when developing and explaining their ideas and use a growing vocabulary</p> <p>Tell real and imagined stories, using the conventions of familiar story language</p>	<p>To show understanding of the main point through asking relevant comments and questions</p> <p>To begin to adapt what they say to the needs of the listener.</p> <p>To develop their use of standard English and understand when it is used</p> <p>Develop and use specific vocabulary in different contexts</p> <p>Choose and prepare poems or stories for performance, identify appropriate expression, tone, volume and use of voices and other sounds.</p>	<p>Respond appropriately on the contributions of others in light of alternative viewpoints.</p> <p>Tell stories effectively and convey detailed information coherently for listeners.</p> <p>To maintain the use of standard English and understand when it is used</p> <p>Use and reflect on some ground rules for sustaining talk and dialogue.</p> <p>Offer reasons and evidence for their views, considering alternative opinions.</p>	<p>Tell a story using notes designed to cue techniques, such as repetition, recap and humour.</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</p> <p>Use and explore different question types.</p> <p>Participate in whole class debate using the conventions and language of debate, including Standard English.</p>	<p>Use a range of oral techniques to present persuasive arguments and engaging narratives.</p> <p>Use the techniques of dialogic talk to explore ideas, topics or issues.</p> <p>Use Standard English consistently in formal situations and promote justify or defend a point of view using supporting evidence, examples and visual aids which are linked back to the main argument.</p> <p>Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>22-36 Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, eg. Turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. Extend vocabulary, exploring the meanings and sounds of new words. Listen with enjoyment and respond to stories, songs and other music, rhymes and poems, and make up their own stories, rhymes and poems. Sustain attentive listening, responding to what they have heard by relevant comments, questions and actions.</p> <p>30-50 Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity) Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.</p> <p>40-60 Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for a short span. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>ELG Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	To maintain attention & participate To listen to others and usually respond appropriately Listen with sustained concentration, building new words in context Listen to and follow instructions accurately	To listen carefully to others in class and respond with increasing appropriateness to what others say. Follow instructions and ask relevant questions. Listen to input from an adult, remember some specific points and identify what they have learnt.	To speak and listen confidently in different contexts, exploring and communicating ideas Follow up others' points and show whether they agree or disagree in whole class discussion.	Listen to a speaker, make notes on the talk and use notes to develop a role-play. Compare the different contributions of music, words and images in short extracts from TV programmes.	Identify different question types and evaluate impact on audience. Identify some aspects of talk which vary between formal and informal occasions. Analyse the use of persuasive language. Investigate how talk varies with age, familiarity, gender and purpose. Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.	Analyse and evaluate how speakers present points effectively through use of language and gesture. Listen for language variation in formal and informal contexts. Identify the ways spoken language varies according to differences in context and purpose of its use. Identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg emotive language.