

## Progression in Speaking and Listening

### Listening, Attention and Understanding ELG

Children at the expected level of development will:-

- 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;-
- Make comments about what they have heard and ask questions to clarify their understanding;-
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Speaking ELG

Children at the expected level of development will:





- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

### National Curriculum - Spoken language





Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication





## Nursery

 <b>Physical</b>	 <b>Linguistic</b>
<ul style="list-style-type: none"> <li>• To use words to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a growing vocabulary</li> <li>• To communicate a want or need</li> <li>• To begin expressing ideas</li> </ul>
 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
<ul style="list-style-type: none"> <li>• To answer a question appropriately</li> <li>• To ask for help when needed</li> <li>• To follow simple instructions as part of a daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to others showing good listening</li> <li>• To join in with class circle times</li> <li>• To join in a conversation with back-and-forth exchanges</li> <li>• Develop social phrases.</li> </ul>
<p><b>Opportunities for presentational talk:</b></p> <ul style="list-style-type: none"> <li>• Daily circle times</li> <li>• Nursery rhyme bag time</li> <li>• Use of T4W - recount of stories</li> <li>• Continuous provision - role play, small world play</li> <li>• Homework book - Me, my family, my world</li> <li>• Show and tell in front of the class</li> <li>• Time to talk intervention</li> <li>• Harvest festival</li> <li>• Easter assembly</li> <li>• Christmas show</li> <li>• Summer festival</li> </ul>	





## Reception

 <b>Physical</b>	 <b>Linguistic</b>
<ul style="list-style-type: none"> <li>To speak clearly in a way that is easy to understand.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Use new vocabulary through the day.</li> <li>Describe events in some detail.</li> <li>Connect one idea or action to another using a range of conjunctions.</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> </ul>
 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
<ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>To offer own ideas and input to conversation</li> <li>To offer explanations for why things might happen</li> <li>To follow simple instructions with some independence</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>To initiate conversations with back-and-forth exchanges.</li> <li>To talk about themselves clearly and confidently.</li> </ul>
<p><b>Opportunities for presentational talk:</b></p> <ul style="list-style-type: none"> <li>Harvest and Easter assembly</li> <li>Christmas performance</li> <li>Asking visitors questions</li> <li>Class assembly</li> <li>Daily carpet time sessions - pupil voice found in floor books and learning journeys</li> <li>Use of T4W - recount of stories</li> <li>Recount trips out of school</li> </ul>	





# Year 1

 <b>Physical</b>	 <b>Linguistic</b>
<ul style="list-style-type: none"><li>• To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</li><li>• To know when it is their turn to speak in a small group presentation or play performance.</li><li>• To take part in a simple role play of a known story.</li></ul>	<ul style="list-style-type: none"><li>• To use appropriate vocabulary to describe their immediate world and feelings.</li><li>• To think of alternatives for simple vocabulary choices.</li></ul>
 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
<ul style="list-style-type: none"><li>• To begin to ask questions that are linked to the topic being discussed.</li><li>• To answer questions on a wider range of topics (sometimes may only be one-word answers).</li><li>• To understand instructions with more than one point in many situations.</li></ul>	<ul style="list-style-type: none"><li>• To listen to others in a range of situations and usually respond appropriately.</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• To verbally recount experiences with some added interesting details</li></ul>
<b>Opportunities for presentational talk:</b> <ul style="list-style-type: none"><li>• Harvest and Easter assembly</li><li>• Christingle</li><li>• Class assembly</li><li>• LEGO Masterpiece</li><li>• Use of T4W - recount of stories</li></ul>	





## Year 2

 <b>Physical</b>	 <b>Linguistic</b>
<ul style="list-style-type: none"> <li>• To speak confidently within a group of peers so that their message is clear.</li> <li>• To practise and rehearse reading sentences and stories aloud.</li> <li>• To take on a different role in a drama or role play and discuss the character's feelings.</li> <li>• To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</li> </ul>	<ul style="list-style-type: none"> <li>• To start to use subject- specific vocabulary to explain, describe and add detail.</li> <li>• To suggest words or phrases appropriate to the topic being discussed.</li> <li>• To start to vary language according to the situation between formal and informal.</li> <li>• To usually speak in grammatically correct sentences.</li> </ul>
 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
<ul style="list-style-type: none"> <li>• To show that they are following a conversation by asking relevant and timely questions.</li> <li>• To answer questions using clear sentences and stem sentences.</li> <li>• To begin to give reasoning behind their answers when prompted to do so.</li> <li>• To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To organise their thoughts into sentences before expressing them.</li> <li>• To retell simple stories and recounts aloud.</li> <li>• To offer ideas based on what has been heard.</li> </ul>
<b>Opportunities for presentational talk:</b> <ul style="list-style-type: none"> <li>• Harvest and Easter assembly</li> <li>• Christmas performance</li> <li>• Class assembly</li> <li>• Asking visitors questions - RE/STEM week etc</li> <li>• Presenting and reading work aloud to the class</li> <li>• Use of T4W - recount of stories</li> <li>• Commando Joe</li> </ul>	





## Year 3

 <b>Physical</b>	 <b>Linguistic</b>
<ul style="list-style-type: none"> <li>• To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</li> <li>• To speak regularly in front of large and small audiences.</li> <li>• To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• To use vocabulary that is appropriate to the topic and/or the audience.</li> <li>• To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</li> <li>• To discuss topics that are unfamiliar to their own direct experience.</li> </ul>
 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
<ul style="list-style-type: none"> <li>• To ask questions that relate to what has been heard or what was presented to them.</li> <li>• To begin to offer support for their answers to questions with justifiable reasoning.</li> <li>• To attempt to follow instructions before seeking assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> <li>• To organise what they want to say so that it has a clear purpose.</li> <li>• To begin to give descriptions, recounts and narrative retellings with added details to engage listeners</li> <li>• To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</li> <li>• To adapt their ideas in response to new information.</li> </ul>
<p><b>Opportunities for presentational talk:</b></p> <ul style="list-style-type: none"> <li>• Harvest and Easter assembly</li> <li>• Mini Museum/ class assembly</li> <li>• Poetry and drama performances within English</li> <li>• Use of T4W - recount of stories</li> <li>• Peer assessment- giving verbal feedback</li> <li>• Reciprocal reading</li> <li>• French lessons - speaking and listening</li> </ul>	

## Year 4





 <b>Physical</b>	 <b>Linguistic</b>
<ul style="list-style-type: none"> <li>• To use intonation when reading aloud to emphasise punctuation.</li> <li>• To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</li> <li>• To take on a specific role in role-play/drama activities.</li> </ul>	<ul style="list-style-type: none"> <li>• To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>• To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>• To recognise powerful vocabulary in stories/ texts that they read or listen to.</li> </ul>
 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
<ul style="list-style-type: none"> <li>• To generate relevant questions to ask a specific speaker/audience in response to what has been said.</li> <li>• To regularly offer answers that are supported with justifiable reasoning.</li> <li>• To follow instructions in a range of unfamiliar situations.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> <li>• To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear.</li> <li>• To begin to challenge opinions with respect.</li> <li>• To engage in meaningful discussions in all areas of the curriculum.</li> </ul>
<p><b>Opportunities for presentational talk:</b></p> <ul style="list-style-type: none"> <li>• Romans - role play</li> <li>• Christingle</li> <li>• Use of T4W - recount of stories</li> <li>• History - hot seating</li> <li>• Commando Joe presentations</li> <li>• Reciprocal reading - poetry</li> <li>• AMBER project - presenting</li> <li>• French poetry</li> <li>• Class assembly</li> </ul>	

# Year 5

 <b>Physical</b>	 <b>Linguistic</b>
<ul style="list-style-type: none"> <li>• To narrate stories with intonation and expression to add detail and excitement for the listener.</li> <li>• To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</li> <li>• To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</li> </ul>	<ul style="list-style-type: none"> <li>• To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>• To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>• 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.</li> </ul> <p>• Syllables in spelling?</p>
 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
<ul style="list-style-type: none"> <li>• To ask questions which deepen conversations and/or further their knowledge.</li> <li>• To understand how to answer questions that require more detailed answers and justification.</li> <li>• To recognise when it is needed and ask for specific additional information to clarify instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views</li> <li>• To plan and present information clearly with ambitious added detail and description for the listener.</li> <li>• To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</li> <li>• To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</li> <li>• To engage in longer and sustained discussions about a range of topics.</li> <li>• To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> </ul>
<p><b>Opportunities for presentational talk:</b></p> <ul style="list-style-type: none"> <li>• Easter Assembly</li> <li>• Christmas Assembly</li> <li>• Class Assembly (Ancient Greece)</li> <li>• Drama</li> <li>• Remembrance assembly</li> <li>• Debate (RE Spring term)</li> <li>• Presentations - research</li> <li>• Amber Photography (speaking to the community)</li> </ul>	



## Year 6

 <b>Physical</b>	 <b>Linguistic</b>
<ul style="list-style-type: none"> <li>• To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</li> <li>• To gain, maintain and monitor the interest of the listener(s).</li> <li>• To select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>• To use relevant strategies to build their vocabulary.</li> <li>• To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</li> <li>• To speak audibly, fluently and with a full command of Standard English in all situations.</li> <li>• To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</li> <li>• To confidently explain the meaning of words and offer alternative synonyms.</li> </ul>
 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
<ul style="list-style-type: none"> <li>• To regularly ask relevant questions to extend their understanding and knowledge.</li> <li>• To articulate and justify answers with confidence in a range of situations.</li> <li>• To follow complex directions/multi-step instructions without the need for repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• To make improvements based on constructive feedback on their listening skills.</li> <li>• To communicate confidently across a range of contexts and to a range of audiences.</li> <li>• To articulate and justify arguments and opinions with confidence.</li> <li>• To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</li> <li>• To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</li> <li>• To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</li> <li>• To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</li> <li>• To offer an alternative explanation when other participant(s) do not understand.</li> </ul>
<b>Opportunities for presentational talk:</b> <ul style="list-style-type: none"> <li>• Victorian persuasive adverts</li> <li>• Christmas performance</li> <li>• Leavers assembly</li> <li>• English starters - synonyms</li> <li>• Spelling Shed lessons</li> <li>• Balanced argument - debate</li> <li>• LEGO</li> <li>• Coding unit in computing</li> </ul>	