Speaking and Listening

Progression of Skills

Kingsfield First School

Objective	Nursery	Reception	Year 1	Year 2	Years 3/4	Years 5/6
To listen and respond appropriately to adults and their peers	To enjoy listening to longer stories and remember much of what happens. To listen with increased attention to sounds. To understand a question or instruction that has two parts, such as "Get your coat and wait at the door" To understand 'why' questions.	To understand how to listen carefully and why listening is important. To listen to and talk about stories to build familiarity and understanding. To show an ability to follow instructions involving several ideas or actions (ELG)	To look at the person who is talking to them. To follow instructions whilst busy with another task. To be able to follow 2 to 3 part spoken instructions e.g. get your coat, then choose a partner and line up by the door. To understand 'how' or 'why' questions.	To understand complex 2 or 3 part instructions including more abstract/imaginative situations e.g. choose a character from one story, talk to your partner about how they feel at the end of the story. To understand the key points, they need to focus on in order to answer a question or follow an instruction.	To listen to information, work out what is the important information they need to convey to their audience. To be specific when asking for clarification. To infer meanings and make predictions from what's said and how it is said.	To understand different types of questions – open, closed, rhetorical. To understand sarcasm. To understand and use phrasal verbs appropriately e.g. 'putting up with'. To understand and enjoy jokes and recognise simple idioms.
To ask relevant questions to extend their understanding and knowledge		To ask questions to find out more and check they understand what has been said to them. Listen attentively and respond to what they hear with relevant questions, comments and actions (ELG) To make comments about what they have heard and ask questions to clarify meaning. (ELG)	To understand and answer how, what and why questions, with obvious, straight-forward answers.	To ask lots of questions to find out specific information including how and why. To 'dig deeper' when questioning others to extend their knowledge. To respond appropriately to the answers to their questions.	To ask question to seek additional information for clarification. To begin to understand that there is a logical sequence to asking questions.	To understand and use different question types i.e. open / closed/ rhetorical. To keep conversations going with a range of people by asking relevant questions relating to the previous remark.
To use relevant strategies to build their vocabulary	To use a wider range of vocabulary.	To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To learn new vocabulary. To use new vocabulary throughout the day.	To understand that words can be put into categories e.g. animals, transport, characters. To recognise objects, characters and animals from a description.	To begin to choose from a range of imaginative and descriptive words in sentences. To be able to infer what a new word means by context. To be able to use classroom resources to support language choices	To use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices.	To explore sophisticated vocabulary that has multiple meanings and use mostly accurately but with occasional error. To be able to select the most appropriate resource to support vocabulary choices.

		To use new vocabulary in different contexts.	To use words more specifically to make their meaning clear.			
To articulate and justify answers, arguments and opinions.	To be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.	To make comments about what they have heard and ask questions to clarify understanding. (ELG)	To show that they can use language to reason and persuade e.g. 'I think…because...'	To use more complicated grammar including using different ways to join phrases to help explain and justify ideas/events or opinions e.g. because, so, then.	To use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc. To link points made with appropriate conjunctions and connecting phrases to provide a coherent thread.	To negotiate an agreement explaining other possible outcomes and options. To realise when people don't understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc.
To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	To be able to express a point of view.	To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To watch and talk about performances, expressing their feelings and responses. To articulate their ideas and thoughts un well-formed sentences. To describe events in some detail. To listen to and talk about stories. To express their ideas and feelings about their experiences using full sentences, including use of past, present and future and tenses and using conjunctions. (ELG) To demonstrate understanding of what has been read by retelling narratives using their own words and recently introduced vocabulary. (ELG)	To list events with some detail. To retell favourite stories. To describe events. These may not always be joined together or in the correct order.	To describe their own experiences in detail and in the correct order. To tell a story with important key components in place. To use conjunctions to link their ideas together.	To select appropriate detail and chronology to include in their descriptions, explanations, narratives – increasingly aware of the need for brevity or extension.	To tell elaborate entertaining stories which are full of detailed descriptions. To use appropriate language that is detailed to describe experiences that may have happened some time ago or are planned for the future making verb choices that accurately reflect the time-frame.
To maintain attention and participate actively in collaborative conversations, staying	To try to pay attention to more than one thing at a time.	To give focussed attention to what the teacher says, responding appropriately even when engaged in activity. (ELG)	To start conversations with other people and join in with group conversations listening	To take turns to talk, listen and respond in two-way conversations and groups.	To vary the tone of their voices to make story telling exciting and come to life.	To manage and organise collaborative tasks with little adult supervision.

on topic and initiating and responding to comments.	To engage in extended conversations about stories, learning new vocabulary.	To hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG) To listen attentively and respond to what they hear (ELG) To participate in small group, class and one-to-one discussions, offering their own ideas. (ELG)	and responding to ideas expressed by others.		To understand the interests of the listener, e.g. 'guess who I saw yesterday'	To use appropriate expression and tone for the purpose and the audience.
To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	To talk about what they see, using a wide vocabulary.	To offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG)	To use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.	To use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.	To select and use appropriate language for a range of people in different situations. This is important for building friendships, e.g. complimenting or criticising, clarifying and negotiating.	To use speculative and hypothetical language to explore a range of ideas and situations. To negotiate an agreement explaining other options and possible outcomes.
To speak audibly and fluently with an increasing command of Standard English.	To develop their communication (but may continue to have problems with irregular tenses and plurals). To use longer sentences of four to six words.	To articulate their ideas in well-formed sentences.	To produce speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation of certain sounds and some grammatical errors.	To use speech that is usually clear and easily understood by others. To have a growing awareness of grammatically accurate Standard English.	To use grammatically accurate standard English. To recognise the difference between formal and informal language.	To select and use sophisticated language patterns and structures including in formal situations, demonstrating a good command of Standard English.
To participate in discussions, presentations, performances, role play, improvisations and debates.	To start a conversation with an adult or a friend and continue it for many turns. To show more confidence in new social situations. To use talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver" To play with one or more other children, extending and elaborating play ideas.	To listen carefully to rhymes and songs, paying attention to how they sound. To learn rhymes, poems and songs. To perform songs, rhymes, poems and stories with others. (ELG) To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play. (ELG)	To join in and organise role play with friends. To play cooperatively and pretend to be someone else talking. To re-tell favourite stories.	To use an imaginative range of descriptive words when engaged in role play. To use speech that is consistently clear and easy to understand when presenting to others.	To speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task. To vary tone of voice to make role play/information more exciting.	To participate confidently in debate, understanding and sustaining the conversations and demonstrating a range of debating skills. To instigate, participate and improvise appropriately in collaborative tasks

To gain, maintain and monitor the interest of the listener(s).			To initiate conversations with others, understanding they need to look at the audience when they are speaking. To give details that they know are important and will influence the listener.	To begin to be aware of what the listener knows already and make checks while telling the story. To take turns to talk, listen and respond in two-way conversations and groups.	To add detail or leave information out according to how much is already known by the listener. To understand the interests of the listener and respond appropriately.	To tell elaborate entertaining stories using expression and tone of voice to engage the listener. To incorporate detail to engage and inform the listener across tasks that aren't always straightforward chronologies e.g. aside, flashback, counter-argument etc.
To consider and evaluate different viewpoints, attending to and building on the contributions of others.	To be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.		To listen to others, taking account of their opinions. To take turns to speak to and with others.	To listen carefully to others, asking lots of questions to find out specific information including 'how' and 'why'. To begin to recognise and value the opinions of others.	To join in discussions using appropriate and relevant vocabulary. To keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints.	To explore and explain situations and concepts to identify and evaluate the merits of other options and possible outcomes. To negotiate agreement by sharing ideas and information, giving and receiving advice, offering an opinion and taking notice of the opinion of others.
To select and use appropriate registers for effective communication.		To develop social phrases.	To use words more specifically to make their meaning clear. To show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet.	To use the language that they hear other people using and begin to be aware of current peer language. To begin to understand that they need to use different styles of talk with different people.	To use formal or informal language where appropriate in familiar situations to ensure the listener understands.	To select and use the appropriate formality of language depending on the audience. To explain features of own and others' language use, showing understanding of the effect of varying language for different purposes and situations.