



Challenge, Equality & Opportunity

Speaking and Listening Whole School Progression Document

Speaking and Listening					
	R 40-60 Months/ ELG	Y1	Y2	Y3	Y4
Listening Skills	<p>To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To have two-channelled attention – can listen and do for short span. To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To follow a story without pictures or props.</p> <p>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.</p>	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.
Enhancements:	Class Assembly Visits	Visitors into School, Assemblies	Whole School Assemblies	Educational Visits/Visitors into school	
Following Instructions	<p>To respond to instructions involving a two-part sequence.</p> <p>To follow instructions involving several ideas or actions.</p>	To understand instructions with more than one point in many situations.	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance</p>	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.
Enhancements:	Visiting the Farm	Educational Visits		Educational Visits	Robin Wood residential



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Asking & Answering Questions	To ask appropriate questions of others. To answer 'how' and 'why' questions about their experiences and in response to stories or events. 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
Enhancements:	Visitors into school during Star of The Week.	Circle Times	Visitors into School	Educational Visits, Visitors into Assemblies	
Drama, Performance & Confidence	To use language to imagine and recreate roles and experiences in play situations. To introduce a storyline or narrative into their play. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others.	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show and 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.	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading 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 rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. 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.	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining 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.
Enhancements:	Role Play areas	Class Assembly	Class Assembly, Christmas performance	Seven Stories Workshop	Harvest Festival, Christmas performance, leavers assembly
Vocabulary building & Standard English	Participate in small group, class and one-to-one discussions, offering their	To use appropriate vocabulary to describe their	To start to use subject specific vocabulary to explain, describe and add detail.	To use vocabulary that is appropriate to the topic and/or the audience.	To regularly use interesting adjectives, adverbial



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	<p>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. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p>immediate world and feelings. To think of alternatives for simple vocabulary choices.</p>	<p>To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.</p>	<p>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. To discuss topics that are unfamiliar to their own direct experience.</p>	<p>phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. 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>
Enhancements:	Star of the Week, Show and Tell	Circle Times, Jigsaw lessons	Talk 4 Writing – non-fiction.		
Speaking for a range of purposes	<p>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.</p>	<p>To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.</p>	<p>To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.</p>	<p>To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear.</p>



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	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.				To adapt their ideas in response to new information.
Enhancements:	Talk 4 Writing	Talk 4 Writing, Show and Tell	Class Assembly, Circle times		Play in a Day workshop – Seven Stories
Participating in a Discussion	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.	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.	To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.
Enhancements:	Book Talk, Jigsaw, Circle Times	Book Talk, Circle Times	Book Talk, Circle Times	Class debates on current topics/ topics linked to learning across the curriculum.	