

Skills Progression Grid: Speaking and Listening

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening Skills	<p>30 - 50 months</p> <ul style="list-style-type: none"> *To listen to others one to one or in small groups, when a conversation interests them. *To focus attention - still listen or do, but can shift own attention. *To be able to follow directions (if not intently focused on own choice of activity). 	<p>40 - 60 months</p> <ul style="list-style-type: none"> *To maintain attention, concentrate and sit quietly during appropriate activity. *To have two-channelled attention - can listen and do for short span. *To understand humour, e.g. nonsense rhymes jokes. To follow a story without pictures or props. <p>Early Learning Goal</p> <ul style="list-style-type: none"> *To listen attentively in a range of situations. *To give their attention to what others say and respond appropriately, while engaged in another activity. 	<p>*To listen to others in a range of situations and usually respond appropriately.</p>	<p>*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.</p>	<p>*To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>*To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>*To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</p>	<p>*To make improvements based on constructive feedback on their listening skills.</p>
Following Instruction	<p>30 - 50 months</p> <ul style="list-style-type: none"> *To respond to simple instructions, e.g. to get or put away an object. 	<p>40 - 60 months</p> <ul style="list-style-type: none"> *To respond to instructions involving a two-part sequence. <p>Early Learning Goal</p> <ul style="list-style-type: none"> *To follow instructions involving several ideas or actions. 	<p>*To understand instructions with more than one point in many situations.</p>	<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>	<p>*To follow instructions in a range of unfamiliar situations.</p> <p>*To recognise when it is needed and ask for specific additional information to clarify instructions.</p>	<p>*To follow complex directions/multi-step instructions without the need for repetition.</p>		
Asking and Answering Questions	<p>30 - 50 months</p> <ul style="list-style-type: none"> *To begin to 	<p>40 - 60 months</p> <ul style="list-style-type: none"> *To ask appropriate 	<p>*To begin to ask questions that are linked to the topic</p>	<p>*To show that they are following a conversation by asking</p>	<p>*To ask questions that relate to what has been heard or what</p>	<p>*To generate relevant questions to ask a specific</p>	<p>*To ask questions which deepen conversations and/or further their</p>	<p>*To regularly ask relevant questions to extend their</p>

	<p>understand 'why' and 'how' questions.</p> <p>*To question why things happen and give explanations. Asks who, what, when and how.</p> <p>*To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p>	<p>questions of others.</p> <p>Early Learning Goal</p> <p>*To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>being discussed.</p> <p>*To answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>relevant and timely questions.</p> <p>*To answer questions using clear sentences.</p> <p>*To begin to give reasoning behind their answers when prompted to do so.</p>	<p>was presented to them.</p> <p>*To begin to offer support for their answers to questions with justifiable reasoning.</p>	<p>speaker/audience in response to what has been said.</p> <p>*To regularly offer answers that are supported with justifiable reasoning.</p>	<p>knowledge.</p> <p>*To understand how to answer questions that requires more detailed answers and justification.</p>	<p>understanding and knowledge.</p> <p>*To articulate and justify answers with confidence in a range of situations.</p>
Drama, performance and confidence	<p>30 - 50 months</p> <p>*To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>*To talk confidently with other children when playing, and will communicate freely about own home and community.</p>	<p>40 - 60 months</p> <p>*To confidently speak to others about own needs, wants, interests and opinions.</p> <p>Early Learning Goal</p> <p>*To express themselves effectively, showing awareness of listeners' needs.</p> <p>*To speak confidently in a familiar group, will talk about their ideas.</p>	<p>*To speak clearly in a way that is easy to understand.</p> <p>*To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>*To know when it is their turn to speak in a small group presentation or play performance.</p> <p>*To take part in a simple role play of a known story.</p>	<p>*To speak confidently within a group of peers so that their message is clear.</p> <p>*To practise and rehearse reading sentences and stories aloud.</p> <p>*To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>*To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p>*To recite simple poems by heart.</p>	<p>*To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>*To speak regularly in front of large and small audiences.</p> <p>*To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p> <p>*To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>*To continue to build up a repertoire of texts learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>*To use intonation when reading aloud to emphasise punctuation.</p> <p>*To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>*To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>*To discuss the language choices of other speakers and how this may vary in different situations.</p> <p>*To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>*To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>*To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>*To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>*To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>*To participate confidently in a range of different performances, role plays exercises and improvisations (including acting in role).</p> <p>*To gain, maintain and monitor the interest of the listener(s).</p> <p>*To select and use appropriate registers for effective communication</p> <p>*To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect</p>
Vocabulary building and standard English	<p>30 - 50 months</p> <p>*To begin to use more complex sentences to link thoughts (e.g. using and, because).</p>	<p>Early Learning Goal</p> <p>*To use past, present and future forms accurately when talking about events</p>	<p>*To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>*To think of alternatives for simple</p>	<p>*To start to use subject-specific vocabulary to explain, describe and add detail.</p>	<p>*To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>*To recognise powerful</p>	<p>*To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p>	<p>*To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p>	<p>*To use relevant strategies to build their vocabulary.</p> <p>*To use adventurous and ambitious vocabulary in speech, which is always appropriate to</p>

	<p>*To use a range of tenses (e.g. play, playing, will play, played).</p> <p>*To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>*To build up vocabulary that reflects the breadth of their experiences.</p>	<p>that have happened or are to happen in the future.</p>	<p>vocabulary choices.</p>	<p>*To suggest words or phrases appropriate to the topic being discussed.</p> <p>*To start to vary language according to the situation between formal and informal.</p> <p>*To usually speak in grammatically correct sentences.</p>	<p>vocabulary in stories/texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>*To discuss topics that are unfamiliar to their own direct experience</p>	<p>*To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>*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>	<p>*To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>*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>	<p>the topic, audience and purpose</p> <p>*To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>*To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p>
<p>Speaking for a range of purposes</p>	<p>30 - 50 months</p> <p>*To retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>*To talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>*To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.</p> <p>*To remember and talk about significant events in their own experience.</p> <p>*To recognise and describe special times or events for family or friends.</p> <p>*To talk about why things happen and how things work.</p>	<p>40 - 60 months</p> <p>*To use language to imagine and recreate roles and experiences in play situations.</p> <p>*To link statements and stick to a main theme or intention.</p> <p>*To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>*To introduce a storyline or narrative into their play.</p> <p>*To explain own knowledge and understanding.</p> <p>Early Learning Goal</p> <p>*To develop their own narratives and explanations by connecting ideas or events.</p>	<p>*To organise their thoughts into sentences before expressing them.</p> <p>*To be able to describe their immediate world and environment.</p> <p>*To retell simple stories and recounts aloud.</p>	<p>*To talk about themselves clearly and confidently.</p> <p>*To verbally recount experiences with some added interesting details.</p> <p>*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.</p> <p>*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.</p> <p>*To debate issues and make their opinions on topics clear.</p> <p>*To adapt their ideas in response to new information.</p>	<p>*To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>*To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>*To communicate confidently across a range of contexts and to a range of audiences.</p> <p>*To articulate and justify arguments and opinions with confidence.</p> <p>*To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>*To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>*To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
<p>Participating in discussion</p>	<p>30 - 50 months</p> <p>*To remember and talk about significant events in their own experience.</p>	<p>40 - 60 months</p> <p>*To initiate conversations, attend to and take account of what others say.</p>	<p>*To recognise when it is their turn to speak in a discussion.</p> <p>*To recognise that different people will have different</p>	<p>*To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>*To engage in</p>	<p>*To engage in discussions, making relevant points or asking relevant questions to show they have followed a</p>	<p>*To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other</p>	<p>*To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations.</p>	<p>*To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>

		<p>*To listen and respond to ideas expressed by others in conversation or discussion.</p>	<p>responses and that that these are as valuable as their own opinions and ideas.</p>	<p>meaningful discussions that relate to different topic areas.</p> <p>*To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>conversation.</p> <p>*To take account of the viewpoints of others when participating in discussions.</p>	<p>participants.</p> <p>*To begin to challenge opinions with respect.</p> <p>*To engage in meaningful discussions in all areas of the curriculum.</p>	<p>To engage in longer and sustained discussions about a range of topics.</p> <p>*To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>with confidence.</p> <p>*To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>*To offer an alternative explanation when other participant(s) do not understand.</p>
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