

Speaking and Listening Progression Map

| | EYFS | | KS1 | | Lower KS2 | | Upper KS1 | |
|--|--|---|---|---|---|---|--|---|
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Listening | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Listen with increased attention to sounds.</p> | <p>Understand how to listen carefully and why listening is important.</p> <p>Listen to and talk about stories to build familiarity</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary.</p> <p>Listen attentively, move to and talk about music,</p> | <p>Listen to others in a range of situations and begin to respond appropriately.</p> | <p>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>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> | <p>Listen carefully in a range of different contexts and respond appropriately to both adults and their peers.</p> | <p>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>Make improvements based on constructive feedback on their listening skills.</p> <p>Suggest improvements and details based on what other say.</p> |
| Following Instructions | <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>Increasingly follow rules, understanding why they are important.</p> | <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> | <p>Understand instructions with more than one point in many situations.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> | <p>Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>Attempt to follow instructions before seeking assistance.</p> | <p>Follow instructions in a range of unfamiliar situations.</p> <p>Recognise when it is needed and ask for specific additional information to clarify instructions.</p> | <p>Follow complex directions/multi-step instructions without the need for repetition.</p> | <p>Begin to understand how to set instructions for peers and younger children.</p> | <p>Give effective, clear instructions to peers and younger colleagues.</p> |
| Asking & Answering Questions | <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> | <p>Ask questions to find out more and check they understand what has been said to them.</p> | <p>Begin to ask questions that are linked to the topic being discussed.</p> <p>Answer questions on a wider range of topics</p> | <p>Show that they are following a conversation by asking relevant and timely questions.</p> <p>Answer questions using clear sentences.</p> <p>Begin to give reasoning behind their answers when prompted to do so.</p> | <p>Ask questions that relate to what has been heard or what was presented to them.</p> <p>Begin to offer support for their answers to questions with justifiable reasoning.</p> | <p>Generate relevant questions to ask a specific speaker/ audience in response to what has been said.</p> <p>Regularly offer answers that are supported with justifiable reasoning.</p> | <p>Ask questions which deepen conversations and/or further their knowledge.</p> <p>Understand how to answer questions that require more detailed answers and justification.</p> | <p>Regularly ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers with confidence in a range of situations.</p> |
| Drama, Performance & Confidence | <p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Show more confidence in new social situations.</p> <p>Develop appropriate ways of being assertive.</p> <p>Create their own songs or improvise a song around one they know.</p> | <p>Retell familiar stories with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasing matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> | <p>Speak clearly in a way that is easy to understand.</p> <p>Speak in front of larger audiences, e.g., during a show 'n' tell session.</p> <p>Know when it is their turn to speak in a small group presentation or play performance.</p> <p>Take part in a simple role play of a known story.</p> | <p>Speak confidently within a group of peers so that their message is clear.</p> <p>Practise and rehearse reading sentences and stories aloud.</p> <p>Take on a different role in a drama or role play and discuss the character's feelings.</p> <p>Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> | <p>Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>Speak regularly in front of large and small audiences.</p> <p>Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p> | <p>Use intonation when reading aloud to emphasise punctuation.</p> <p>Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>Stay in character while conducted role play</p> <p>Discuss the language choices of other speakers and how this may vary in different situations.</p> | <p>Narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> | <p>Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Select and use appropriate registers for effective communication.</p> |

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| Vocabulary Building & Standard English | Use a wider range of vocabulary. Use longer sentences of four to six words. Engage in extended conversations about stories, learning new vocabulary. Talk about what they see, using a wide vocabulary. | Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Develop social phrases. Use new vocabulary in different contexts. | Use appropriate vocabulary to describe their immediate world and feelings. Think of alternatives for simple vocabulary choices. | Start to use subject- specific vocabulary to explain, describe and add detail. Suggest words or phrases appropriate to the topic being discussed. Start to vary language according to the situation between formal and informal. Speak in grammatically correct sentences most of the time. | Use vocabulary that is appropriate to the topic and/or the audience. Recognise powerful vocabulary in texts that they read or listen to and begin to try to use these words and phrases in their own talk. Discuss topics that are unfamiliar to their own direct experience. | Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. Recognise powerful vocabulary in texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. | Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. 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. | Use relevant strategies to build their vocabulary. Use adventurous vocabulary in speech, which is always appropriate to the topic, audience, and purpose Speak audibly, fluently and with a full command of Standard English in all situations. Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. Confidently explain the meaning of words and offer alternative synonyms |
| Speaking for a Range of Purposes | Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. | Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Express their feelings and consider the feelings of others. Talk about their immediate family and community | Organise their thoughts into sentences before expressing them. Describe their immediate world and environment. To retell simple stories and recounts aloud. | Talk about themselves clearly and confidently. Verbally recount experiences with some added interesting details. Offer ideas based on what has been heard. | Organise what they want to say so that it has a clear purpose. Begin to give descriptions, recounts, and narrative retellings with added details to engage listeners. | Give descriptions, recounts and narrative retellings with specific details to actively engage listeners. Debate issues and make their opinions on topics clear. Adapt their ideas in response to new information. | Plan and present information clearly with ambitious added detail and description for the listener. Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. | Communicate confidently across a range of contexts and to a range of audiences. Articulate and justify arguments and opinions with confidence. Give well-structured descriptions, explanations, presentations, and narratives for different purposes. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Refer to their original thoughts when their opinions have changed and give reasons for their change of focus. |
| Participating in Discussion | Be able to express a point of view and debate when they disagree. Engage in extended conversations about stories, learning new vocabulary | 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. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | Recognise when it is their turn to speak in a discussion. Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. | Give detail to hold the interest of other participant(s) in a discussion. Engage in meaningful discussions that relate to different topic areas. Remain focused on a discussion when not directly involved and be able to recall the main points when questioned. | Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. Take account of the viewpoints of others when participating in discussions. | Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. Begin to challenge opinions with respect. Engage in meaningful discussions in all areas of the curriculum. | Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. Engage in longer and sustained discussions about a range of topics. Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. Offer an alternative explanation when other participant(s) do not understand. |