

Speaking and Listening Skills Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	• Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • 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.	• Take turns to talk, listening to the contributions of others for a short amount of time. • Pick out the most important point. • Say if or when a message is not clear to you. • Understand instructions with two points.	• Take turns to talk, listening carefully to the contributions of others. • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point	• Engage in discussions making relevant points. • Ask for specific additional information to clarify.	• Actively engage in discussions making relevant points. • Independently ask for specific additional information to clarify.	Understand how to answer questions that require more than a yes/no or single sentence response. • Demonstrate active listening by justifying ideas or expanding on the ideas of others. • Recognise some idioms. • Begin to understand the meaning of some phrases beyond the literal interpretation.	• Answer questions that require more than a yes/no or single sentence response. • Confidently demonstrate active listening by justifying ideas or expanding on the ideas of others. • Recognise and explain some idioms. • Understand the meaning of some phrases beyond the literal interpretation.

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	• Listen attentively, move to and talk about music, expressing their feelings and response.						
Speaking	• To confidently speak to others about own needs, wants, interests and opinions. • Explain how things work and why they might happen. • Use talk to help work out problems and organise thinking and activities. • Describe what they see, hear and feel whilst outside. • Talk about their immediate family and community.	• Speak in a way that is clear and easy to understand. • Rehearse a sentence before saying it. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • Speak confidently to a small group of peers so that they understand the message of what is being said.	Speak in a way that is clear and easy to understand. • Reflect on the clarity of the message given. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • Speak confidently to a group of peers so that they understand the message of what is being said.	• Use a mixture of sentence lengths in discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. • Explain a project or concept to a group of peers. • Explain and develop ideas across the curriculum. • Begin to reflect on the effectiveness of the explanation.	• Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to effectively emphasise grammar and punctuation when reading aloud. • Clearly explain a project or concept to a group of peers. • Explain and develop ideas across the curriculum. • Reflect on the effectiveness of the explanation.	Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Present an idea, topic or explanation to a group of peers. • Expand and justify ideas across the curriculum. • Begin to comment on the grammatical structure of a range of spoken and written accounts.	Vary the length and structure of sentences for effect. • Ask interesting questions and make sensible suggestions to take an active part in discussions. • Present an idea, topic or explanation to larger audiences. • Expand and justify ideas in all areas of the curriculum. • Reflect on the effectiveness of the explanation, expansion and justification. • Comment on the grammatical structure of a range of spoken

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							and written accounts.
Discussion	• Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Express their feelings and consider the feelings of others. • Develop social phrases. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	• Take turns to talk, listening carefully to the contributions of others. • Know that different people have ideas that are different from our own and that is ok. • Know that speaking to friends is sometimes different to speaking to visitors. • Make a comment that links to the topic.	• Take turns to talk, listening carefully to the contributions of others. • Know that different people hold opinions that are different from our own . • Know that different language is appropriate in different situations (formal and informal) • Make contributions that are relevant to those that have come before.	• Make relevant comments or ask questions in a discussion or debate. • Begin to understand how to seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative. • Vary language between formal and informal according to the situation.	• Make relevant comments and ask questions in a discussion or debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an appropriate alternative. • Confidently vary language between formal and informal according to the situation.	• Understand how to negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. • Add humour to a discussion or debate. • Select appropriate language (formal or informal) to use in particular situations.	Negotiate and compromise by offering alternatives. • Debate confidently , using a range of relevant details to support points. • Offer alternative and clear explanations when others don't understand. • Add humour to a discussion or debate where appropriate. • Select appropriate language in a range of situations (formal or informal.)
Drama	• Listen to and talk about stories to build	• Ensure stories have a setting, and sequence of events .	• Ensure stories have a setting, plot and a	• Bring stories to life with expression and intonation.	• Bring stories to life effectively with expression and intonation.	• Narrate detailed and exciting stories.	• Narrate a range of detailed and exciting stories.

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	familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Watch and talk about dance and performance art, expressing their feelings and responses	• Recount experiences with interesting detail. • Take part in role play of a familiar story.	sequence of events . • Recount experiences with interesting detail. • Take part in role play of a familiar story.	• Use basic improvisation when in role.	• Respond appropriately when in a role including basic improvisation.	• Begin to use the conventions and structure appropriate to the type of story or presentation (fiction and non fiction) • Include action, character descriptions, settings and dialogue in a performance. • Perform in improvised role play, group or class performances	• Use the conventions and structure appropriate to the type of story or presentation (fiction and non fiction) • Interweave action, character descriptions, settings and dialogue in a performance. • Perform in improvised role play, group or class performances considering the effectiveness of delivery.
Vocabulary	• Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well formed sentences. • Develop social phrases.	• Use subject specific vocabulary to describe. • Suggest words or phrases appropriate to the topic being discussed.	• Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed.	• Use interesting adjectives and noun phrases in discussion. . • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.	• Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. • Confidently use vocabulary that is appropriate to the topic being discussed or the audience that is listening.	• Use adventurous vocabulary. • Explain the meaning of words. • Use a range of phrases that include determiners and modifiers to add interest and clarify.	• Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and

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	•Use new vocabulary in different contexts.						other techniques to add interest and clarify.
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National Curriculum requirements:

End of EYFS:

Pupils should be taught to: 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. *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.*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 where 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

End of KS2:

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.