Speaking and Listening

Progression of Skills

Reginald Mitchell Primary 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 respond to simple instructions, e.g. to get or put away an object. To understand use of objects (e.g. "What do we use to cut things?') To show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. To listen to others one to one or in small groups, when conversation interests them. To listen to stories with increasing attention and recall 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).	To respond to instructions involving a two-part sequence. To understand humour, e.g. nonsense rhymes, jokes. To follow instructions involving several ideas or actions. (ELG) To maintain attention, concentrates and sits quietly during appropriate activity. To have two-channelled attention – can listen and do for short span. To listen attentively in a range of situations. (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 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 question why things happen and gives explanations. To ask e.g. who, what, when, how.	To answer 'how' and 'why' questions about their experiences and in response to stories or events. (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 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

	To begin to understand 'why' and 'how' questions.			To 'dig deeper' when questioning others to extend their knowledge. To respond appropriately to the answers to their questions.		questions relating to the previous remark.
To use relevant strategies to build their vocabulary	To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.	To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	To understand that words can be put into categories e.g. animals, transport, characters. To recognise objects, characters and animals from a description. To use words more specifically to make their meaning clear.	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 articulate and justify answers, arguments and opinions			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 retell a simple past event in correct order (e.g. went down slide, hurt finger). To begin to use more complex sentences to link thoughts (e.g. using and, because).	To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (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 on topic and initiating	To use vocabulary focused on objects and people that are of particular importance to them.	To link statements and sticks to a main theme or intention.	To start conversations with other people and join in with group conversations listening and responding to ideas expressed by others.	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.

and responding to comments	To build up vocabulary that reflects the breadth of their experiences.				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 use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	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 use a range of tenses (e.g. play, playing, will play, played).	To express themselves effectively, showing awareness of listeners' needs. (ELG) To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG) To develop their own narratives and explanations by connecting ideas or events. (ELG)	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 use talk in pretending that objects stand for something else in play, e,g, 'This box is my castle.'	To use language to imagine and recreate roles and experiences in play situations. To introduces a storyline or narrative into their play	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 listen and responds to ideas expressed by others in conversation or discussion. To give their attention to what others say and respond appropriately, while engaged in another activity. (ELG)	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 use intonation, rhythm and phrasing to make the meaning clear to others		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 language 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.