

Speaking and Listening Progression Map

'Speaking and listening are building blocks of literacy.' (National Literacy Trust)

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing and the statutory requirements which underpin all aspects of spoken language across the 6 years of primary education are reflected and contextualised within the reading and writing domains- there are separate progressions documents for these on our website. The Talk for Reading and Writing approach was adopted to develop children's spoken language which then has a positive impact on their reading, writing and communication skills.

Area of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen and respond appropriately. NC statement (Y1-6): Listen & respond appropriately to adults & their peers.</p>	<p>- Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Listen attentively to others.</p> <p>Understands the need to look at who's talking to them and think about what they are saying.</p> <p>Demonstrates attentive listening and can express simple views on a subject.</p>	<p>Consistently understands simple 2 and 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop.</p> <p>Understand 'how' and 'why' questions.</p>	<p>Listens to others and is beginning to summarise some of the main points.</p> <p>Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why.</p>	<p>Listen and respond to others making connected comments and is beginning to extend the points made by others.</p> <p>Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore</p>	<p>Listen to others, work out which information is important and related comments e.g. returns to a key point and elaborates.</p>	<p>Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking.</p>	<p>Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges.</p> <p>Notice and comment not only on what is said but how it is said e.g. understanding sarcasm</p>

		<p>Listen and understand instructions about what they are doing, whilst doing it.</p> <p>Show an ability to follow instructions involving several ideas or actions.</p>			less important information.			
<p>Ask relevant questions. NC Statement (Y1-6): Ask relevant questions to extend their understanding & knowledge.</p>	<p>-Begin to ask questions to find out more and to check they understand what has been said to them.</p>	<p>Respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Will extend their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...?</p>	<p>Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did...</p>	<p>Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc.</p> <p>Be aware of when a message is not clear and ask for an explanation.</p>	<p>Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately.</p>	<p>Is able to pose increasingly thoughtful questions to both their peers and to adults.</p> <p>Identify clearly when they haven't understood and be specific about what additional information they need.</p>	<p>Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.</p>

<p>Participate actively in conversations. NC Statement (Y1-6): Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comment.</p>	<p>- Use longer sentences of four to six words.</p>	<p>-Build constructive and respectful relationships. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG) -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG)</p>	<p>- Take turns as a speaker when working with others.</p>	<p>- Take turns as a speaker & listener when working with others.</p>	<p>- Use talk to plan & organise work in a group.</p>	<p>- Take different roles in groups & use the language appropriate to them, including the roles of leader, reporter, scribe & mentor.</p>	<p>- Understand & make use of a variety of ways to support, challenge & accept criticism. - Plan & manage work in groups with minimum supervision. - Take different roles effectively, including leading the group.</p>	<p>- Understand & use a variety of ways to criticise constructively & respond to criticism. Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect).</p>
<p>Develop understanding through spoken language. NC Statement (Y1-6): Use spoken language to develop understanding through speculating,</p>	<p>- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Understand 'why' questions, like: "Why do</p>	<p>Show understanding of what has been read to them by retelling stories and narratives using own words and recently introduced</p>	<p>Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and</p>	<p>Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences.</p>	<p>Is able to explore and imagine feelings within both story and real life settings. Will express views and feelings and is showing the confidence to speculate on</p>	<p>Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of</p>	<p>Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</p>	<p>Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider,</p>

<p>hypothesising, imagining and exploring ideas.</p>	<p>you think they ran away from the bear?" when responding to "We're going on a bear hunt."</p>	<p>vocabulary. Offer explanations as to why things might happen, making use of recently introduced vocabulary from stories, rhymes, and poems when appropriate.</p>	<p>sentences appropriate to the situation.</p>		<p>a range of possible outcomes.</p>	<p>situations – both familiar and unfamiliar).</p>		<p>deduce, expect) to speculate about possible outcomes in narrative and real-life situations</p>
<p>Speak audibly & fluently. NC Statement (Y1-6): Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Begin to speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). e.g. they may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions.</p>	<p>Use speech that is consistently easy to understand and clear. Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when.</p>	<p>Speaks clearly using more sophisticated language to explain, justify and relay information. Use more complicated grammar.</p>	<p>Can speak clearly and fluently about a range of events.</p>	<p>Uses complex sentences to communicate clearly and explain further.</p>	<p>Uses complex grammar and sentence structure. Uses intonation linked to grammar. Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc</p>	<p>Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations.</p>

<p>Participate in presentations, plays & debates. NC Statement (Y1-6): Participate in discussions, presentations, performances, role play/improvisations and debates.</p>	<p>- Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>	<p>Use character voices in context. Contributes appropriately to discussions making comments relevant to the topic.</p>	<p>Is able to work in role and take on some of the characteristics and/or the voice of the character being played. Will extend simple roles by expressing emotions. Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary</p>	<p>Can create and sustain a role for longer periods adding greater detail to a role/character. Is able to present and structure information in different ways.</p>	<p>Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. Presents information in a structured way and is able to use specific vocabulary</p>	<p>Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific.</p>	<p>Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively. Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context.</p>
<p>Gain, maintain & monitor listener's interest NC Statement (Y1-6): Gain, maintain and monitor the interest of the listener (s)</p>	<p>- Start a conversation with an adult or a friend.</p>	<p>Can show excitement, sadness, happiness or confusion when talking.</p>	<p>Will vary their voice for effect e.g. "I really want a dog for Christmas."</p>	<p>Will change their voice and use expression to engage the listener and keep them interested.</p>	<p>Can explain ideas in a manner appropriate to the listener. Will change their voice and use expression to engage the listener and keep them interested</p>	<p>Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner</p>	<p>Understands the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re- focus or grab the</p>	<p>Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience.</p>

						appropriate to the listener	listener's attention. Add/remove detail depending on information known about the listener. Understand the interests of the listener.	
Consider & evaluate different viewpoints. NC Statement (Y1-6): Consider and evaluate different viewpoints, attending to and building on the contributions of others.	- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Comment and discuss other's point of view.	Responds to what they hear with relevant comments.	Recognise that there are other viewpoints. Make a simple comment in response to others' viewpoints and say whether they agree or disagree and why.	Can listen to others' views and preferences, agree next steps to take, and consider alternatives e.g. "That didn't work. Why don't we try...?"	Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.	Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.	Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.
Select & use appropriate registers. NC Statement (Y1-6): Select and use appropriate registers for effective communication.			Uses a more formal tone with the adults in school.	Know that they need to use different styles of talk with different people e.g. friends (yeah, nice one, na) and teachers (yes, I'm	With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor,	In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers,	Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult	In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion

				happy with my writing, no), is able to greet visitors appropriately etc.	presenting an argument to persuade the Head Teacher, expressing an opinion in a debate.	discussion with a classroom visitor, formal debate etc.	supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly	without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal)
--	--	--	--	--	---	---	--	---

Please note, NC statements apply to all years and should be taught at a level appropriate to the age of the pupils.