

Progression in Speaking and Listening

In KS1 The content should be taught at a level appropriate to the age of the pupils.

Pupils should build on the oral language skills that have been taught in preceding years.

	EYFS	Year 1	Year 2
	<p>Development Matters: Reception Listening</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>ELG 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.</p>	<p>listen and respond appropriately to adults and their peers</p> <p>Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation.</p> <p>Understand 2-3 part instructions that may include time concepts, e.g. using 'first', 'before', 'after' or 'when' e.g. 'Before you sit down you need to hang up your coat and wipe your feet.' .</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>Ask questions to find out things using 'how' and 'why' when prompted</p> <p>Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration).</p> <p>use relevant strategies to build their vocabulary</p>	<p>listen and respond appropriately to adults and their peers</p> <p>Know the key points they need to focus on in order to answer a question. Understand complex 2 – 3 part instructions</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>Ask a range of different types of questions to find out specific information including 'how' and 'why'.</p> <p>Recognise when a message is not clear and be able to provide some information about why</p> <p>use relevant strategies to build their vocabulary Recognise when they haven't understood a word or words and be able to provide some information about why.</p> <p>Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/ to/too, and begin to comment on this</p> <p>articulate and justify answers, arguments and opinions</p>

	<p>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</p> <p>Development Matters: Receptions Speaking</p> <ul style="list-style-type: none"> • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • 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. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition 	<p>Able to group and name members of categories and to suggest possible category names e.g. 'Horse, cow and pig are all mammals'.</p> <p>Able to guess the word from clues, or give others clues using shape, size, function, etc. with support</p> <p>articulate and justify answers, arguments and opinions</p> <p>Use language consistently to express likes and dislikes</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Able to use early 'story language' e.g. 'Once upon a time ...'</p> <p>Use language to talk through a series of steps for example for simple problem solving. Able to join sentences using 'and'</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Use simple conjunctions to justify or explain something</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order.</p> <p>Describe in 2-3 sentences how to solve a problem. Able to use conjunctions to increase the length and grammatical complexity of sentences</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Take turns to talk, listen and respond in two way conversations and groups</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Accurately predict what will happen in a story or retelling of an event</p>
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	<p>and some in their own words.</p> <ul style="list-style-type: none"> • Use new vocabulary in different contexts • Learn rhymes, poems and songs. <p>ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>Maintain attention and participate in conversation and small groups providing there are minimal external distractions.</p> <p>Attention and participation in larger groups is sustained for most of the activity</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Use language to talk self through steps required in simple problem solving</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>Produce speech that is clear and easy to understand, with only a few immaturities e.g. 'w' instead of 'r'.</p> <p>Able to say words accurately with 3 syllables or less.</p> <p>Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds.</p> <p>Able to use appropriate tenses and word order</p>	<p>speak audibly and fluently with an increasing command of Standard English</p> <p>Produce speech that is consistently clear and easy to understand, with very few immaturities e.g. 'f' instead of 'th'.</p> <p>Able to say words with 4 or more syllables fairly consistently.</p> <p>Able to manipulate sounds in words such as deleting sounds from words.</p> <p>Know that there are some terms or expressions that are only used amongst friends</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>Take turns to talk, listen and respond in two way conversations and group gain, maintain and monitor the interest of the listener(s)</p> <p>Usually able to keep to topic in a conversation. Can be easily prompted to move on if they are talking too much</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>
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