



Nash Mills CofE Primary School
Curriculum Progression Document
Speaking and Listening

	Listening Skills	Following Instructions	Asking & Answering Questions	Drama, Performance & Confidence	Vocabulary Building & Standard English	Speaking for a Range of Purposes	Participating in Discussion
Nursery 30 – 50 months	<p>To listen to others one to one or in small groups, when a conversation interests them.</p> <p>To focus attention – still listen or do, but can shift own attention.</p> <p>To be able to follow directions (if not intently focused on own choice of activity).</p>	<p>To respond to simple instructions, e.g. to get or put away an object.</p> <p>To respond to instructions involving a two-part sequence.</p> <p>To follow instructions involving several ideas or actions.</p> <p>Able to follow a story without pictures or props</p>	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and give explanations. Asks who, what, when and how.</p> <p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To ask appropriate questions of others.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Understands questions such as who; why; when; where and how</p>	<p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To talk confidently with other children when playing, and will communicate freely about own home and community.</p> <p>To confidently speak to others about own needs, wants, interests and opinions.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To speak confidently in a familiar group, will talk about their ideas.</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Introduces a storyline or narrative into their play</p>	<p>To begin to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>To use a range of tenses (e.g. play, playing, will play, played).</p> <p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Understands a range of complex sentence structures including negatives, plurals and tense markers</p> <p>Beginning to understand humour, e.g. nonsense rhymes, jokes</p>	<p>To retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To remember and talk about significant events in their own experience.</p> <p>To talk about why things happen and how things work.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play.</p> <p>To explain own knowledge and understanding.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>Links statements and sticks to a main theme or intention</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To initiate conversations, attend to and take account of what others say.</p> <p>To listen and respond to ideas expressed by others in conversation or discussion.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p>
Reception 40 – 60 months Early Learning Goals Birth 10 5 matters (Range 6)	<p>To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To have two-channelled attention – can listen and do for short span.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To follow a story without pictures or props.</p> <p>To listen attentively in a range of situations.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</p> <p>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</p>						



Nash Mills CofE Primary School
Curriculum Progression Document
Speaking and Listening

	Listening Skills	Following Instructions	Asking & Answering Questions	Drama, Performance & Confidence	Vocabulary Building & Standard English	Speaking for a Range of Purposes	Participating in Discussion
Year 1	To listen to others in a range of situations and usually respond appropriately.	To understand instructions with more than one point in many situations.	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.	To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.
	Listening Skills	Following Instructions	Asking & Answering Questions	Drama, Performance & Confidence	Vocabulary Building & Standard English	Speaking for a Range of Purposes	Participating in Discussion
Year 2	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.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.	To start to use subject-specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.	To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.
	Listening Skills	Following Instructions	Asking & Answering Questions	Drama, Performance & Confidence	Vocabulary Building & Standard English	Speaking for a Range of Purposes	Participating in Discussion
Year 3	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.	To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.



Nash Mills CofE Primary School
Curriculum Progression Document
Speaking and Listening

	Listening Skills	Following Instructions	Asking & Answering Questions	Drama, Performance & Confidence	Vocabulary Building & Standard English	Speaking for a Range of Purposes	Participating in Discussion
Year 4	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To follow complex directions/multi-step instructions without the need for repetition.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To 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.	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.
	Listening Skills		Asking & Answering Questions	Drama, Performance & Confidence	Vocabulary Building & Standard English	Speaking for a Range of Purposes	Participating in Discussion
Year 5	To 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.		To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To 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.	To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.
	Listening Skills		Asking & Answering Questions	Drama, Performance & Confidence	Vocabulary Building & Standard English	Speaking for a Range of Purposes	Participating in Discussion
Year 6	To make improvements based on constructive feedback on their listening skills.		To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication	To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.	To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating,	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.



Nash Mills CofE Primary School
Curriculum Progression Document
Speaking and Listening

					To confidently explain the meaning of words and offer alternative synonyms.	hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.	
--	--	--	--	--	---	---	--