**Speaking and Listening Progression**

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|  | **Listen carefully and understand** | **Develop a wide and interesting vocabulary** | **Speak with clarity** | **Tell stories with structure/audience awareness** | **Hold conversations and debates** |
| **EYFS** | Listen attentively.  Ask questions to find out more and to check understanding.  Listen to and talk about stories to build familiarity and understanding.  Listen carefully to rhymes and songs, paying attention to how they sound.  Listen to and talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary. | Listen to and talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary. | Participate in one-to-one, small group and class discussions, offering their own ideas and using recently introduced vocabulary.  Develop social phrases such as greetings.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. | Express their ideas and thoughts using complete sentences.  Connect one idea or action to another using a range of conjunctions.  Use past and present tense accurately.  Retell a story to an audience, some as exact repetition and some in their own words. | Look at the person being spoken to. |
| **Year 1 & 2**  **Milestone 1** | Listen carefully to the contributions of others, isolating the important points and responding to them through comments and questions.  Use body language to show that they are listening.  Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.  Sift information and focus on the important points.  Seek clarification when a message is not clear.  Understand instructions with more than one point. | Use subject specific vocabulary to explain and describe.  Suggest words or phrases appropriate to the topic being discussed.  Identify homophones. | Organise and structure ideas in talk.  Use subject specific vocabulary to explain and describe.  Use of Standard English. Use future tense accurately.  Speak in a way that is clear and easy to understand.  Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.  Identify syllables within words. | Read work out loud to the class.  Project their voice so they can be heard.  Perform to a larger audience.  Use eye contact when speaking to someone.  Ensure stories have a setting, plot and a sequence of events.  Recount experiences with interesting detail.  Predict events in a story.  Give just enough detail to keep the audience engaged. | Recognise when it is their turn to speak in a discussion.  Contribute in whole class discussions.  Offer detailed answers to questions.  Take turns to talk, listening carefully to the contributions of others.  Vary language between formal and informal according to the situation.  Add humour to a discussion or debate where appropriate. |
| **Year 3 & 4**  **Milestone 2** | Engage in discussions, making relevant points.  Ask for specific additional information to clarify.  Understand the meaning of some phrases beyond the literal interpretation | Use time, size and other measurements to quantify.  Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.  Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. | Communicate ideas and thoughts concisely.  Control the pace of delivery.  Speak fluently without the use of fillers such as ‘er’ or ‘like’ in an appropriate setting.  Construct language effectively for a range of purposes, e.g. to persuade someone.  Use verbs with irregular endings.  Use a mixture of sentence lengths to add interest to discussions and explanations.  Use intonation to emphasise grammar and punctuation when reading aloud. | Adapt how they speak in different situations according to the audience, varying the use of vocabulary and the level of detail.  Vary language between a formal and informal register according to the situation. Demonstrate confidence through posture when performing or presenting to an audience.  Use movement and body language to engage the audience.  Bring stories to life with expression and intonation.  Read the audience to know when to add detail and when to leave it out. | using subject specific vocabulary to explain and justify.  Narrate detailed and exciting stories.  Use the conventions and structure appropriate to the type of story being told.  Interweave action, character descriptions, settings and dialogue. |
| **Year 5 & 6**  **Milestone 3** | Demonstrate active listening by justifying their own ideas or expanding on the ideas of others.  Seek information and clarification through questioning.  Summarise others’ contributions.  Understand how to answer questions that require more than a yes/no or single sentence response.  Recognise and explain some idioms.  Understand irony (when it is obvious) | Use adventurous and sophisticated vocabulary.  Explain the meaning of words, offering alternatives.  Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. | Vary volume and tone of delivery.  Vary the pace of delivery and include pause points.  Pronunciate clearly.  Purposefully select vocabulary and register.  Vary the length and structure of sentences.  Ask questions and make suggestions to take an active part in discussions.  Comment on the grammatical structure of a range of spoken and written accounts | Use gestures and facial expressions to help convey a point.  Take into account the level of understanding of the audience and adapt vocabulary and level of detail as appropriate.  Begin to monitor the interest of an audience and take action accordingly e.g. if everyone looks disengaged, moving on; or if people look confused, stopping to take questions.  Narrate detailed and exciting stories.  Use the conventions and structure appropriate to the type of story being told.  Interweave action, character descriptions, settings and dialogue. | Respond appropriately to what others say, challenge each other’s opinions, and develop and sustain reasoned arguments.  Consider and evaluate different viewpoints, adding own interpretations and building on the contributions of others.  Negotiate and compromise by offering alternatives.  Debate, using relevant details to support points.  Offer alternative explanations when others don’t understand. |