



'Achieving Together'

**B  
I  
D  
S  
T  
O  
N  
  
A  
V  
E  
N  
U  
E**

# Speaking and Listening Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Voice 21 Cognitive strand focus</b>						
<b>Proof of Listening</b>						
<p>Children will give proof of listening by facing the speaker and begin to make eye contact</p> <p>Children will show a calm body when listening</p>	<p>Children will give proof of listening by facing the speaker and give eye contact * and nods of acknowledgement</p> <p>Children will make eye contact when speaking and listening</p> <p>Children will be able to repeat what another person has said</p>		<p>Children will give proof of listening by <b>summarising what has been said</b>, give words of encouragement and to <b>ask clarifying questions</b></p>		<p>Children will give proof of listening <b>summarising what has been said, asking questions to deepen understanding, reacting and refocussing</b></p>	
<b>Cognitive</b>						
<p><b>Children can self-regulate and maintain focus on a task</b></p>	<p><b>Children are beginning to ask one another questions</b></p> <p><b>Children are beginning to give reasons for their views</b></p> <p>Children ask for thinking time if they require it</p>		<p><b>Children begin to seek clarification through questioning and summarising</b></p> <p><b>Children can give reasons to support their views and justify the points they make</b></p> <p>Children begin to build on the views of others</p> <p>Children ask for thinking time if they require it</p>		<p><b>Children can seek clarification and develop understanding, through questioning and summarising</b></p> <p><b>Children can critically examine ideas and views which are expressed</b></p> <p>Children can structure talk effectively</p> <p><b>Children can build on the views of others</b></p> <p>Children ask for thinking time if they require it</p>	
<b>Linguistic</b>						
<p>Children will know which words to use</p> <p>Children use ambitious and appropriate vocabulary</p>	<p>Children will know which words and phrases to use</p> <p>Children use ambitious and appropriate vocabulary</p>		<p>Children speak with accurate grammar</p> <p>Children begin to use rhetorical techniques (metaphor, humour)</p> <p>Children use ambitious and appropriate vocabulary</p>		<p>Children begin to use rhetorical techniques (irony, mimicry)</p> <p>Children speak with appropriate register</p> <p>Children use ambitious and appropriate vocabulary</p>	
<b>Physical</b>						
<p>Children are beginning to take account of the audience</p> <p>Children can speak at an appropriate volume</p>	<p>Children speak at an appropriate pace</p> <p>Children will begin to use their hands to gesture when speaking</p> <p>Children will speak with clarity of pronunciation</p>		<p>Children can vary their facial expression according to what they are saying</p> <p>Children will project their voice clearly</p>			

## Social and Emotional

<p>Children are beginning to take turns when speaking and listening</p>	<p>Children show an awareness of the audience</p> <p>Children can take turns when speaking and listening</p>	<p>Children are beginning to talk in groups of 3 or more</p> <p>Children can present with liveliness and flair</p>	<p>Children can talk effectively in groups of 3 or more</p> <p>Children show a confidence when speaking</p> <p>Children can adjust the language, content and manner to the needs of the audience (presentational talk)</p>
---	--	--	--

## Discussion and Explanation

<p>Discuss the significance of the title and sequence of events in books and how items of information are related</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say</p> <p>Discuss his/her favourite words and phrases</p> <p>Explain clearly his/her understanding of what is read to him/her</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself</p> <p>Compose a sentence orally before writing it</p> <p>Discuss what he/she has written with the teacher or other pupils</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say</p>	<p>Discuss words and increasingly complex phrases that capture the reader's interest and imagination</p> <p>Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Identify and discuss themes and conventions in and across a wide range of writing with reasoning</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p>	<p>Support the discussion to succeed by acknowledging and responding to the contributions of others</p> <p>Use some verbal and non-verbal techniques to make talk interesting for listeners</p>	<p>Move the discussion forward by drawing ideas together, and summing up the strongest points and ideas that have been gained through the group discussion</p> <p>Choose effective verbal and non-verbal techniques and use them to get his/her listeners actively involved</p>
---	--	--	--	--	---	---

## Listening

Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently	Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listen carefully in a range of contexts and usually respond appropriately to both adults and their peers	Listen carefully and make timely contributions and ask questions which are responsive to others' ideas and views	Listen carefully, ask questions, make suggestions and illustrate what he/she is saying through using examples, in order to explain clearly and engage others in considering his/her ideas
---	---	--	--	--	--	---

## Performance/Presenting

<p>Recite some poems and rhymes by heart</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Say out loud what he/she is going to write about</p> <p>Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about</p> <p>Read aloud his/her writing clearly enough to be heard by the group and the teacher</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action</p> <p>Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Make a spoken report on findings from scientific enquiries</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (English Appendix 2)</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p>	<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume</p> <p>Perform his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is clear</p>	<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear</p>	<p>Use the main conventions of Standard English when explaining, presenting or persuading</p> <p>Explore ideas and language in plays and poetry through improvising, rehearsing and performing plays</p>	<p>Engage his/her listeners and keep them interested by using a range of verbal and non-verbal techniques</p> <p>Adapt to more formal situations by using sustained Standard English considering the audience and purpose</p> <p>Work on his/her own and with others to explore drama and poetry by discussing what is learned through rehearsing and performing the text</p> <p>Give short speeches and presentations, expressing his/her own ideas and keeping to the point</p> <p>Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p>
--	---	--	---	---	--	--

## Questioning

<p>Answer and ask questions to check that they understand what has been said to them</p> <p>To make comments about what they have heard</p>	<p>Ask questions to improve his/her understanding</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them</p>	<p>Ask reasoned questions to improve his/her understanding of a text</p> <p>Ask relevant questions with reasoning and use different types of scientific enquiries to answer them</p>	<p>Ask questions to improve his/her understanding</p> <p>To offer reasoned explanations</p>	<p>Ask specific reasoned questions to improve his/her understanding</p> <p>To offer reasoned explanations</p>	<p>To ask questions which deepen conversations and/or further their knowledge.</p>	<p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers with confidence in a range of situations.</p>
---	--	--	---	---	--	--

## Maths and Science

<p>Use the language of time (including telling the time throughout the day first using o'clock and then half past)</p> <p>Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk</p>	<p>Describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>Use relevant scientific language to discuss his/her ideas and communicate findings in ways that are appropriate for different audiences</p>	<p>Describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Make a clear and reasoned report on findings from scientific enquiries</p> <p>Use relevant scientific language to discuss his/her ideas with reasoning, and communicate findings in ways that are appropriate for different audiences</p>	<p>Pronounce mathematical vocabulary correctly</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p> <p>Use and understand the terms factor, multiple and prime, square and cube numbers</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas and should talk about how scientific ideas have developed over time</p> <p>Report and present findings from</p>	<p>Pronounce mathematical vocabulary correctly and confidently</p> <p>Describe positions on the full coordinate grid (all four quadrants)</p> <p>Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements</p> <p>Use the whole number system, including saying, reading and writing numbers accurately</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time</p> <p>Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as</p>		
--	---	---	---	--	--	--

about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language)			enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	displays and other presentations		
---	--	--	---	----------------------------------	--	--

### Debating

						Participate in formal debates and structured discussions, summarising and/or building on what has been said.
--	--	--	--	--	--	--

### Vocabulary and Standard English

Learn new vocabulary Develop social phrases Use past, present and future tenses	Use appropriate vocabulary to describe their immediate world and feelings  To think of alternatives to simple vocabulary choices	To begin to use subject specific vocabulary to explain and describe  To usually speak in grammatically correct sentences	To use vocabulary that is appropriate to the topic and/or audience  To discuss topics that are unfamiliar to their own direct experiences	To know and use language that is acceptable in formal and informal situations with increasing confidence  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 and use powerful vocabulary	TO use a broad, deep and rich vocabulary to discuss abstract concepts in a wide range of topics  To confidently explain the meaning of words and offer synonyms  To speak audibly, fluently and with a full command of Standard English in all situations
---	--	--	---	--	--	---