



SGSM Whole School Speaking & Listening Progression



	Listening, Attention and Understanding	Speaking
<u>EYFS</u> <u>Nursery</u>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>

EYFS
Reception

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.

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.

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

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.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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 and some in their own words.

Use new vocabulary in different contexts.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

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><u>Year 1</u></p>	<p>To listen to others in a range of situations and usually respond appropriately.</p> <p>To understand instructions with more than one point in many situations.</p>	<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p> <p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>
<p><u>Year 2</u></p>	<p>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.</p> <p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p> <p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned</p>
<p><u>Year 3</u></p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>To follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p>	<p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p> <p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation</p> <p>To take account of the viewpoints of others when participating in discussions.</p>

<p><u>Year 4</u></p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p> <p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum</p>
<p><u>Year 5</u></p>	<p>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.</p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p> <p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>
<p><u>Year 6</u></p>	<p>To make improvements based on constructive feedback on their listening skills.</p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

		<p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p> <p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>
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