



English Curriculum Speaking and Listening ~ Progression of key skills



SPEAKING AND LISTENING INTENT

Speaking and listening is at the heart of the curriculum. At Teagues Bridge Primary school, speaking and listening helps play a key role in 'knowing more, remembering more and connecting learning.' We strive for children to be able to communicate effectively, speaking with increasing confidence, clarity, and fluency. They will participate in discussions and debates in a variety of contexts and listen to the views, opinions, and ideas of others with increased interest. They will be able to articulate ideas and thoughts clearly with appropriate tone and vocabulary, recognising their audience. They will be able to respond to questions and opinions appropriately as well as ask questions with increasing relevance and insight. They will have opportunities to retell stories and poems which are known by heart.

SPEAKING AND LISTENING IMPLEMENTATION

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and the use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children as well as pupils with Speech and Language needs. Pupils are referred to Speech and language therapy should they be having trouble. Pupils have access to a wide range of speaking and listening opportunities that include planned and discrete teaching and learning of speaking and listening skills, drama, group discussion and interaction. They are encouraged to talk about their own experiences, recounting events as well as participating in discussion and debate in all subject areas. They listen to stories read aloud, responding to different kinds of texts, and are encouraged to retell stories and poems. They are given a range of opportunities across different subjects to listen to ideas and opinions of adults and peers, express opinions and justify ideas and present ideas to different audiences. Role-play and other drama activities is encouraged across the curriculum and pupils are provided with opportunities to take part in class and school performances. They actively talk to visitors in school.

SPEAKING AND LISTENING IMPACT

Whilst there is no statutory framework for assessing speaking and listening, teachers make ongoing assessments of pupils and bring this information to Pupil Progress meetings, alongside updates on intervention groups. We report the standards for individual pupils at the end of the year. By the time children leave in Year 6, they will be confident and eloquent speakers and be able to listen attentively, articulate ideas and thoughts clearly with appropriate tone and vocabulary.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Composite - End Goal
Listening and responding							
<p>To listen to others one to one 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.</p> <p>To maintain attention,</p>	<p>To listen to others in a range of situations and usually respond appropriately.</p> <p>Listen to others attentively and follow instructions.</p> <p>Listen and respond appropriately</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>Listen carefully to adults talking</p>	<p>Listen carefully to adults and other pupils and contribute ideas clearly to a discussion.</p> <p>Listen actively and respond to what others say.</p> <p>Listen and respond appropriately</p>	<p>Collaborate within group work, listening carefully and contributing within a structured context.</p> <p>Listen and respond appropriately to adults and their peers.</p>	<p>Work collaboratively within groups, demonstrating effective and appropriate listening skills.</p> <p>Listen carefully in discussions and in other contexts, showing that they understand the main points.</p> <p>Listen and respond appropriately to</p>	<p>Listen to and consider the opinions and views of others. responding appropriately.</p> <p>Listen and respond appropriately to adults and their peers.</p>	<p>Demonstrate their own active listening as part of discussion, debates and when evaluating others' ideas.</p> <p>Listen and respond appropriately to adults and their peers.</p>

<p>concentrate and sit quietly during appropriate activity. To have two channeled attention ~ can listen and do for a short span. To understand humour e.g., nonsense rhymes, jokes. To follow a story without pictures or props. To listen attentively in a range of situations.</p>	<p>to adults and their peers. Learn to listen with sustained concentration when others speak.</p>	<p>and remember key points. Listen and respond appropriately to adults and their peers.</p>	<p>to adults and their peers.</p>		<p>adults and their peers.</p>		
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To give their attention to what others say and respond appropriately, while engaged in another activity.
 Listen carefully to rhymes and songs, paying attention to how they sound.
 Listen and respond appropriately to adults and their peers.

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Follow instructions

Understand a questions or	To understand	Follow instructions	To follow instructions in	To follow complex	To follow complex directions/multi-	To follow complex directions/multi-	To follow complex
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instruction that has two parts, e.g. get your coat and wait at the door To follow instructions involving several ideas or actions.	instructions with more than one point in many situations.	Listen carefully to instructions and explain to a partner.	a range of unfamiliar situations.	directions/multi-step instructions without the need for repetition.	step instructions without the need for repetition.	step instructions without the need for repetition.	directions/multi-step instructions without the need for repetition.
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Asking and Answering questions

Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Ask questions to find out more and to check they understand	Ask questions to find out more information. Begin to ask questions that are linked to the theme being discussed. To answer questions on a	Take turns during discussion with pairs or in groups, asking relevant questions to clarify what has been said and develop their understanding.	To begin to offer support for their answers to questions with justifiable reasoning. To ask questions that relate to what has been heard or	Use questions and verbalizations of thoughts to sustain a conversation or discussion. To generate relevant questions to a specific speaker/audience	Use questions to clarify and challenge in an appropriate way, the views, or opinions of others. Make contributions and ask questions in response to other's views of opinions to	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.	To ask relevant questions to extend their understanding and knowledge.
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<p>what has been said to them. To question why things happen and give explanations. Ask who, what, when and how. To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To ask appropriate questions of others.</p>	<p>wide range of themes.</p>	<p>Answer questions using clear sentences. Begin to give reasoning behind their answers when prompted to do so.</p>	<p>what was presented to them.</p>	<p>in response to what has been said. To offer answers that are supported with justifiable reasoning.</p>	<p>understand the main point. To ask questions which deepen conversations and/or further their knowledge. Understand how to answer questions that require more detailed answers and justification.</p>		
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To answer how and why questions about their experiences and in response to stories and events.

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Drama performance and confidence

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

Act out familiar stories using puppets and role-play. Use improvisation and role play and act out familiar stories, for example using puppets or toys and

Confidently take part in dramatizations and understand how to speak for different purposes and to different audiences. To speak confidently within a group of peers so

Develop and practice performance skills, linked to their own and authors' scripts, when performing plays and poetry to both small and large groups. To rehearse reading

To use intonation when reading aloud to emphasize punctuation. Practice and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.

To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers to make improvements to performance. To combine vocabulary choices, gestures and body

To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). Gain, maintain and monitor the interest of the listener.

To perform and reflect on their own and others' drama work, providing constructive criticism (positive and negative), supported by clear evidence and using precise

<p>To confidently speak to others about own needs, wants, interests and opinions.</p> <p>To express themselves effectively, showing an awareness of the listeners' needs.</p> <p>To speak confidently in a familiar group, can talk about their ideas.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>changing voice for different characters.</p> <p>Join in with role-play and begin to adopt and maintain a character role</p> <p>To speak in front of larger audiences, e.g., in a class assembly, during a discussion with the class.</p> <p>To know when it is their turn to</p>	<p>that their message is clear.</p> <p>Practice and rehearse reading sentences aloud.</p> <p>Take on a different role in a drama or role play and discuss the character's feelings.</p> <p>Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a</p>	<p>Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>Discuss the language choices of other speakers and how this may vary in different situations.</p> <p>Perform poems from memory and use intonations, and expression to show ideas about the characters</p>	<p>movement to take on and maintain the role of a character.</p> <p>Confidently perform poems from memory, entertaining and engaging an audience.</p> <p>Present their own ideas and compositions with clarity, appropriate intonation and expression so that the meaning is communicated clearly to those listening.</p>	<p>Select and use appropriate registers for effective communication.</p> <p>Create improvised and scripted drama that shows a high standard of polished and refined performance.</p>	<p>vocabulary choices.</p>
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Perform songs, rhymes, poems and stories with others.	Speak in a small group presentation or play performance.	Retell familiar traditional tales from other cultures. Describe costumes and setting images. Begin to discuss mood and atmosphere.	Person's emotions. Recite and perform poems from memory, adapting their intonation and expression, to enliven the presentation.	or situations within a poem.			
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Vocabulary building and standard English

To begin to use more complex sentences to link thoughts. To use a range of tenses (e.g. play, playing,	To use appropriate vocabulary to describe their immediate world and feelings. Think of alternatives for simple	To begin to use subject specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to	To use interesting adjectives, adverbial phrases, and extended noun phrases in speech. Know and use language that	To use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and	To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the	To express possibilities using hypothetical and speculative language.
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<p>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</p>	<p>vocabulary choices.</p> <p>Tell others how they feel using suitable vocabulary.</p> <p>Speak clearly and confidently in front of the class saying what they have seen or done and begin to share their ideas clearly.</p>	<p>the theme being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p> <p>Talk in complete sentences and decide when to include relevant vocabulary.</p>	<p>is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognize powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognize powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p> <p>To understand how talk is structured in different ways in different</p>	<p>informal situations with increasing confidence.</p> <p>To recognize powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p> <p>Use standard English in formal situations and vary the formality in less formal contexts.</p> <p>Adapt spoken language in less formal situations.</p>	<p>topic, audience and purpose.</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>To confidently explain the meaning of words and offer alternative synonyms.</p> <p>To use speculative language.</p>	
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are to happen in the future.
To use recently introduced vocabulary to participate in small group, class and 1:1 discussions, offering their own ideas.
Show curiosity in learning and using new words drawn from speech and stories they have heard.
Develop social phrases - please and thank-you.

contexts through grammatical structures and vocabulary choices.
To use appropriate language choices to debate a relevant issue.

To express possibilities using hypothetical and speculative language.

Use a range of							
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Speaking for a range of purposes

<p>To make comments about what they have heard and ask questions to clarify meanings.</p> <p>To hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>To participate in small group, class and one-to-one</p>	<p>To organise their thoughts into sentences before expressing them.</p> <p>To describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p> <p>To talk and begin to compare their views and ideas with</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 perform a simple poem from memory using a clear, audible voice.</p>	<p>To organise what they want to say so that it has clear purpose.</p> <p>To begin to give descriptions, recounts, and narrative retellings with added details to engage listeners.</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 appropriate language choices to debate a relevant issue.</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 speak confidently in public using broader, deeper and richer</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 structures descriptions, explanations, presentations and narratives for different purposes, including for</p>	<p>To communicate confidently across a range of audiences.</p>
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<p>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 where appropriate. Express their ideas and feelings about their experiences</p>	<p>those of others. To use audible voice when they are speaking to the class or group e.g., to recount and event, tell a story or express their ideas. To tell others how they are feeling using suitable vocabulary.</p>	<p>To use techniques to sustain the listeners' interest.</p>			<p>vocabulary to discuss abstract concepts and a wider range of topics.</p>	<p>expressing feelings. To use spoken language to develop understanding through speculating, hypothesizing, imaging and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>	
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using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
To explain the reasons for rules, know right from wrong and try to behave accordingly.
To demonstrate understanding of what has

been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To read aloud simple

sentences and books that are consistent with their phonics knowledge, including some common exception words.
To talk about the lives of the people around them and their roles in society.
To describe immediate environment using knowledge from observation, discussion, stories, non-

fiction texts and maps. To explain some similarities and differences between life in this country and life in other countries, drawing in knowledge from stories, non-fiction texts and (when appropriate) maps. To share their creations, explaining the

<p>processes they have used. To invent, adapt and recount narratives and stories with peers and their teacher. To perform songs, rhymes, poems and stories with others, and (where appropriate) try to move in time to music.</p>							
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Participating in discussion

<p>To listen attentively and respond to what they</p>	<p>To recognize when it's their turn to</p>	<p>To give enough detail to hold the interest of other</p>	<p>To engage in discussions, making relevant</p>	<p>To engage in discussions, making relevant points and ask</p>	<p>To develop, agree to and evaluate rules for effective discussion; follow</p>	<p>To maintain attention and participate actively in</p>	<p>To demonstrate their own active listening as part of discussion,</p>
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<p>hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. To participate in small group, class and one-to-one</p>	<p>speak in a discussion. To recognize that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>	<p>participants 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. To share ideas about how they have solved a problem or arrived at a</p>	<p>points or asking relevant questions to show they have followed a conversation. To take account of the viewpoint of others when participating in discussions. To make relevant comments during discussions and debates that show they have</p>	<p>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. To ask questions that provide additional information to build empathy and understanding of others' opinions.</p>	<p>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. Make contributions and ask questions in response to other's views of opinions to understand the main points.</p>	<p>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 participants do not understand. To sustain an argument to</p>	<p>debates and when evaluating others' ideas.</p>
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discussions, offering their own ideas, using recently introduced vocabulary. To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Articulate their ideas and thoughts in well-formed sentences.

collective opinion based in group discussion. To independently regulate their speaking when working in a group so that they let others contribute. To ask questions to clarify.

listened carefully.

To vary language choices in different situations.

support a particular point of view reacting appropriately when considering opposing viewpoints.
