



RADDLEBARN PRIMARY SCHOOL

PROGRESSION IN SPEAKING & LISTENING



Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Resources
Area of Study Listen and respond appropriately. <i>NC statement (Y1-6): Listen & respond appropriately to adults & their peers.</i>	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. 	<ul style="list-style-type: none"> - 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. (ELG) - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (ELG) 	<ul style="list-style-type: none"> - Listen with sustained concentration to others in the class & to an adult speaking. - Follow a variety of simple instructions. 	<ul style="list-style-type: none"> - Identify points of interest when listening to a story told or broadcast. 	<ul style="list-style-type: none"> - Identify in broadcasts some of the presentational features used to communicate the main points. 	<ul style="list-style-type: none"> - Listen to a speaker & make simple notes on the talk. - Identify how talk varies with age, familiarity & purpose. 	<ul style="list-style-type: none"> - Sustain listening to different sources, making their own notes. 	<ul style="list-style-type: none"> - Make notes when listening for a sustained period & discuss how note-taking varies depending on context & purpose. - Listen for language variation in formal & informal contexts. 	
Ask relevant questions. <i>NC Statement (Y1-6): Ask relevant questions to extend their understanding & knowledge.</i>	<ul style="list-style-type: none"> - Begin to ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> - Ask questions to find out more and to check they understand what has been said to them. - Make comments about what they have heard and ask questions to clarify their understanding. (ELG) 	<ul style="list-style-type: none"> - Ask relevant questions. 	<ul style="list-style-type: none"> - Ask & answer relevant questions & suggest ideas to others. 	<ul style="list-style-type: none"> - Sustain a conversation, asking relevant questions. 	<ul style="list-style-type: none"> - Respond appropriately to the contributions of other by asking questions. 	<ul style="list-style-type: none"> - Identify different question types & evaluate their impact on the audience. 	<ul style="list-style-type: none"> - Use different question types that are appropriate for the purpose & audience. 	
	<ul style="list-style-type: none"> - Use a wider range of 	<ul style="list-style-type: none"> - Use new vocabulary in 	<ul style="list-style-type: none"> - Experiment with & build 	<ul style="list-style-type: none"> - Use spoken language to 	<ul style="list-style-type: none"> - Develop & use specific 	<ul style="list-style-type: none"> - Develop & use specific 	<ul style="list-style-type: none"> - Use appropriate 	<ul style="list-style-type: none"> - Analyse & evaluate how 	

Vocabulary building strategies. <i>NC Statement (Y1-6): Use relevant strategies to build their vocabulary.</i>	vocabulary.	different contexts.	new stores of words to communicate in different contexts. - Describe their immediate world.	describe concepts out of their immediate world.	vocabulary in different contexts.	vocabulary in a wider variety of different contexts.	vocabulary to describe abstract concepts.	speakers present points effectively through the use of language.	
Articulate & justify answers/opinions. <i>NC Statement (Y1-6): Articulate & justify answers, arguments & opinions.</i>	- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	-Express their feelings and consider the feelings of others. - 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. (ELG)	- Listen to stories/non-fiction (including digitally) & express views about how it has been presented. - Discuss why they like a performance.	- Comment constructively on presentations.	- Compare & comment constructively on the success of different performances.	- Offer reasons & evidence for their views, considering alternative opinions.	- Analyse & evaluate how effectively speakers use language to argue & persuade.	- Use the techniques of dialogic talk to explore ideas, topics or issues.	
Give well-structured descriptions/ explanations/narratives. <i>NC Statement (Y1-6): Give well- structured descriptions, explanations & narratives for different purposes, including for expressing feelings.</i>	- Play with one or more other children, extending and elaborating play ideas.	-Articulate their ideas and thoughts in well-formed sentences. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG)	- Retell stories, ordering events using story language.	- Explain ideas & processes using imaginative & adventurous vocabulary.	- Give a clear account/ explanation which is sustained & complete.	- Tell stories effectively & convey detailed information coherently for listeners.	- Tell a story using notes designed to cue techniques such as repetition, recap & humor.	- Use a range of oral techniques to present persuasive arguments & engaging narratives.	
Participate actively in	- Use longer sentences of four to six	-Build constructive and respectful relationships.	- Take turns as a speaker when working	- Take turns as a speaker & listener when	- Use talk to plan & organise work	- Take different roles in groups & use the	- Understand & make use of a variety of	- Understand & use a variety of ways	

<p>conversations.</p> <p><i>NC Statement (Y1-6): Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comment.</i></p>	<p>words.</p> <p><i>-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG)</i></p> <p><i>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG)</i></p>	<p>with others.</p>	<p>working with others.</p>	<p>in a group.</p>	<p>language appropriate to them, including the roles of leader, reporter, scribe & mentor.</p>	<p>ways to support, challenge & accept criticism.</p> <p>- Plan & manage work in groups with minimum supervision.</p> <p>- Take different roles effectively, including leading the group.</p>	<p>to criticise constructively & respond to criticism.</p>	
<p>Develop understanding through spoken language.</p> <p><i>NC Statement (Y1-6): Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</i></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>-Develop social phrases.</p>	<p>- Remember the main points of a story</p>	<p>- Retell a wider range of stories, fairy tales & traditional tales using conventions of familiar story language.</p>	<p>- Follow up others' points & show whether they agree or disagree in whole-class discussion.</p>	<p>- Comment constructively on plays, performances & presentations, discussing effects & how they are achieved.</p> <p>- Analyse the use of persuasive language.</p>	<p>- Consider examples of conflict & resolution, exploring the language used.</p>	
<p>Speak audibly & fluently.</p> <p><i>NC Statement (Y1-6): Speak audibly and fluently with an increasing command of Standard English.</i></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>Develop their</p>	<p>-Connect one idea or action to another using a range of connectives.</p>	<p>-Tell stories & describe incidents from their own experience in an audible voice.</p>	<p>- Speak clearly & audibly to a large group.</p>	<p>- Use formal language appropriately.</p>	<p>- Use a wider range of formal language appropriately.</p> <p>- Use standard English appropriately.</p>	<p>- Use a wider range of standard English appropriately.</p>	

	pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.								
Participate in presentations, plays & debates. <i>NC Statement (Y1-6): Participate in discussions, presentations, performances, role play/improvisations and debates.</i>	- Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 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.	-Understand how to listen carefully and why listening is important. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG) - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG)	- Use role play to explore situations. - Act out their own & well known stories using voices for characters.	- Agree what to do in a group situation (e.g organising parts in a play). - Use improvisations & work in role to explore characters.	- Use presentation techniques such as visual aids, gestures etc. - Work in groups of different sizes, taking different roles.	- Sustain group work over time, organising group members & resources.	- Present a spoken argument, sequencing points logically, defending views with evidence & making use of persuasive language. - Devise & perform a play for a specific audience.	- Participate in whole class debate using the conventions & language of debate, including standard English.	
Gain, maintain & monitor listener's interest <i>NC Statement (Y1-6): Gain, maintain and</i>	- Start a conversation with an adult or a friend and continue it for many turns.	-Describe events in some detail. - Work and play cooperatively and take turns with others. (ELG)	- Use words to sequence & sustain talk.	- Convey simple information showing awareness of what the listener needs to know. - Consider how	- Perform plays to engage the interest of an audience in school. - Use spoken language	- Compare the effects of music, words & images of visual media.	- Use persuasive techniques deliberately to influence the listener.	- Devise a performance considering how to adapt the performance for a specific audience.	

<i>monitor the interest of the listener(s).</i>				mood & atmosphere are created in live or recorded performances.	imaginatively, engaging the listener.				
Consider & evaluate different viewpoints. <i>NC Statement (Y1-6): Consider and evaluate different viewpoints, attending to and building on the contributions of others.</i>	- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	-Think about the perspectives of others. - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG)	- Listen in discussion by following up points with the support of an adult.	- Listen attentively in discussion by following up points with the support of an adult, agreeing or disagreeing with other speakers.	- Listen attentively in discussion by following up points, agreeing or disagreeing with other speakers. - Improvise dialogue & events to interpret key ideas & issues.	- Create roles showing how behavior can be interpreted from different viewpoints.	- Organise & shape a talk, making connections between ideas & drawing on different points of view. - Understand the process of decision making. - Evaluate different aspects of a live performance, including characterisation, dramatic effects & suitability for different audiences.	- Negotiate & make decisions taking account of alternatives & consequences.	
Select & use appropriate registers. <i>NC Statement (Y1-6): Select and use appropriate registers for effective communication.</i>	- Develop appropriate ways of being assertive.	-Use talk to help work out problems and organise thinking and activities.	- Interpret a text by reading aloud with some variety in pace & emphasis.	- Vary voice & intonation with purpose.	- Choose & prepare poems for performance, identifying appropriate expression, tone, volume & use of voices & other sounds.	- Choose & prepare poems for performance, identifying appropriate expression, tone, volume & use of voices & other sounds.	- Identify the importance of some key differences between formal & informal spoken language.	- Identify the ways spoken language varies according to differences in the context & purpose of its use.	

Please note, NC statements apply to all years and should be taught at a level appropriate to the age of the pupils.