

# Whole-School Curriculum Progression Map – Speaking and Listening

## EYFS1 (Nursery)

<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>- Understands a question or instruction that has two parts.</li> <li>- Use sentences of 4 to 6 words.</li> <li>- Can start a conversation and continue it.</li> <li>- Increasing vocabulary (linked to experiences)</li> <li>- Develop their communication, but may struggle with irregular tenses and plurals.</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoys stories and can remember much of what happens.</li> <li>- Understand why questions.</li> <li>- Uses talk to describe and organise their play.</li> <li>- Developing their pronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing a large range of songs.</li> <li>- Have favourite books and be able to tell a long story.</li> <li>- Can start a conversation and continue it taking turns.</li> <li>- Uses talk to organise themselves and their play.</li> </ul>
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## EYFS2 (Reception)

<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Ask questions to find out more and to check they understand what has been said to them.</li> <li>- Engage in story times.</li> <li>- Retell the story once they have developed a deep familiarity with the text.</li> <li>- Listen carefully to rhymes and songs paying attention to how they sound.</li> <li>- Learn rhymes, poems and songs.</li> <li>- Learn new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Use new vocabulary through the day.</li> <li>- Describe events in some detail.</li> <li>- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</li> <li>- Develop social phrases.</li> <li>- Use new vocabulary in different contexts.</li> <li>- Engage in non – fiction books.</li> <li>- Listen to and talk about selected non – fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG – LAU)</li> <li>- Participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary (ELG – S)</li> </ul>	<ul style="list-style-type: none"> <li>- Articulate their ideas and thoughts in well-formed sentences.</li> <li>- Connect one idea or action to another using a range of connectives.</li> <li>- Listen to and talk about stories to build familiarity and understanding.</li> <li>- 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 – LAU)</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding (ELG – LAU)</li> <li>- Offer explanations for why things might happen, making use of recently introduce vocabulary from stories, non – fiction, rhymes and poems when appropriate (ELG – S)</li> <li>- 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 – S)</li> </ul>
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NC Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>1. Listen and respond appropriately to adults and their peers</b></p>	<p>Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation.</p> <p>Understand 2-3-part instructions that may include time concepts, e.g., using 'first', 'before', 'after' or 'when'.</p>	<p>Know the key points they need to focus on in order to answer a question.</p> <p>Understand complex 2 – 3-part instructions</p>	<p>Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps)</p> <p>Recognise the cause-and-effect element of spoken instructions, that there may be consequences if certain instructions are not followed</p>	<p>Listen to information, work out which elements are key and make relevant, related comments.</p> <p>Infer meanings, reasons and make predictions</p>	<p>Listen to complex information and identify key elements and make relevant, related comments.</p> <p>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</p>	<p>Understand the key points made by a number of speakers and to compare different points of view.</p> <p>Appreciate sarcasm when it is obvious</p>
<p><b>2. Ask relevant questions to extend their understanding and knowledge</b></p>	<p>Ask questions to find out things using 'how' and 'why' when prompted.</p> <p>Be aware when they haven't understood something and is able to say</p>	<p>Ask a range of different types of questions to find out specific information including 'how' and 'why'.</p> <p>Recognise when a message is not clear and be able to provide some information about why</p>	<p>Ask a range of different types of questions to find out specific information including 'how' and 'why'.</p> <p>Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question</p>	<p>Able to use a series of questions to keep a conversation flowing.</p> <p>Be aware of when they can't remember and ask for an explanation</p>	<p>Use follow up questions linked to answers that have just been given.</p> <p>Ask a clarification question that requires the speaker to elaborate on what they have said</p>	<p>Understand and use different types of questions: open, closed, rhetorical.</p> <p>Identify clearly when they haven't understood and be specific about what additional information, they need</p>
<p><b>3. Use relevant strategies to build their vocabulary</b></p>	<p>Able to group and name members of categories and to suggest possible category names.</p> <p>Able to guess the word from clues, or give other clues using shape, size, function,</p>	<p>Recognise when they haven't understood a word or words and be able to provide some information about why.</p> <p>Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/to/too, and begin to comment on this</p>	<p>Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes</p>	<p>Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding</p>	<p>Incorporate topic vocabulary into their written and spoken work</p>	<p>Use 'academic' vocabulary (i.e., 'Tier 2' words e.g., co-operate, analyse) but the meaning might not be accurate</p>

<p><b>4. Articulate and justify answers, arguments and opinions</b></p>	<p>Use language consistently to express likes and dislikes</p>	<p>Use simple conjunctions to justify or explain something</p>	<p>Give reasons and explanations for choices and viewpoints in class discussions</p>	<p>Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan</p>	<p>Able to use complex sentences and link by meaning to present ideas logically</p>	<p>Able to use language to negotiate with others, to explain options available and to predict possible outcomes</p>
<p><b>5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</b></p>	<p>Able to use early 'story language'.  Use language to talk through a series of steps for example for simple problem solving.  Able to join sentences using 'and'</p>	<p>Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order.  Describe in 2-3 sentences how to solve a problem.  Able to use conjunctions to increase the length and grammatical complexity of sentences,</p>	<p>Tell a story with a clear structure including the setting and ideas linked in different ways.  Discuss how a character may be feeling and why.  Able to use conjunctions to increase the length and grammatical complexity of sentences</p>	<p>Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point.  Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased.  Able to use fronted adverbials to increase the length and grammatical complexity of sentences</p>	<p>Include a subplot in telling stories and recalling events before resolving the main storyline.  Present a point of view using persuasive language.  Use complex sentences and conjunctions to link ideas together in order to present ideas logically.</p>	<p>Tell elaborate entertaining stories which are full of detailed descriptions.  Share ideas and information, give and receive advice, offer and take notice of the opinion of others.  Use long and complex sentence structures in class and other situations</p>
<p><b>6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b></p>	<p>Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity</p>	<p>Take turns to talk, listen and respond in two-way conversations and groups</p>	<p>Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils</p>	<p>Able to sustain a conversation by giving reasons and explaining choices and views</p>	<p>Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing</p>	<p>Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others</p>

<p><b>7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b></p>	<p>Use language to talk self through steps required in simple problem solving</p>	<p>Accurately predict what will happen in a story or retelling of an event</p>	<p>Understand how language is used to investigate and reflect on feelings</p>	<p>Able to discuss cause and effect</p>	<p>Able to use complex sentences and to present ideas logically.  Able to use language to persuade</p>	<p>Use inference, reasoning and prediction skills.  Able to negotiate an agreement explaining other options and possible outcomes</p>
<p><b>8. Speak audibly and fluently with an increasing command of standard English</b></p>	<p>Produce speech that is clear and easy to understand, with only a few immaturities.  Able to say words accurately with 3 syllables or less.  Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds.  Able to use appropriate tenses and word order</p>	<p>Produce speech that is consistently clear and easy to understand, with very few immaturities.  Able to say words with 4 or more syllables fairly consistently.  Able to manipulate sounds in words such as deleting sounds from words.  Know that there are some terms or expressions that are only used amongst friends</p>	<p>Produce speech that is consistently clear and easy to understand.  Able to say words of any length with accuracy.  Use phonological awareness skills when spelling, although some mistakes may still be made.  Able to signal punctuation and emphasise meaning through the use of intonation</p>	<p>Produce speech that is consistently clear and easy to understand.  Able to say words of any length with accuracy.  Secure phonological awareness skills  Use formal language when appropriate in some familiar situations</p>	<p>Produce speech that is consistently clear and easy to understand.  Able to say words of any length with accuracy.  Secure phonological awareness skills  Use appropriately different words and phrases, from how people in that area normally talk, and standard English</p>	<p>Produce speech that is consistently clear and easy to understand.  Able to say words of any length with accuracy.  Secure phonological awareness skills  Able to re-phrase what they want to say according to the audience</p>
<p><b>9. Participate in discussions, presentations, performances, role play, improvisations and debates</b></p>	<p>Remember their words and speak clearly in presentations, performances and role play</p>	<p>Take turns to talk, listen and respond in two-way conversations and groups</p>	<p>Respond to the opinions of others in the group</p>	<p>Able to take on group roles to discuss with peers</p>	<p>Able to take turns, listening carefully to others and politely agreeing or disagreeing with them.  Able to present a point of view by presenting evidence and using persuasive language with familiar topics</p>	<p>Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others.  Able to present a point of view by presenting evidence and using persuasive language with academic topics</p>

<p><b>10. Gain, maintain and monitor the interest of the listener(s)</b></p>	<p>Able to initiate a conversation with a class visitor by using prepared questions</p>	<p>Usually able to keep to topic in a conversation Can be easily prompted to move on if they are talking too much</p>	<p>Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils. Exaggerate to make a story more interesting</p>	<p>Add or omit detail according to how much is already known by the listener Use intonation to give added emphasis</p>	<p>Realise when the listener doesn't fully understand and try to help them Is able to use humour effectively</p>	<p>Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others. Sophisticated use of questions to help conversation flow</p>
<p><b>11. Consider and evaluate different viewpoints, attending to and building on the contributions of others</b></p>	<p>Respond to points of interest when listening to contributions of others</p>	<p>Ask lots of questions to find out information and respond appropriately to the answers</p>	<p>Able to understand another's point of view and show whether they agree or disagree</p>	<p>Able to identify and reflect on key points of what they have just been told</p>	<p>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</p>	<p>Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise</p>
<p><b>12. Select and use appropriate registers for effective communication</b></p>	<p>Imitate popular language</p>	<p>Know that there are some terms or expressions that are only used amongst friends</p>	<p>Aware of the need to use more formal language with adults</p>	<p>Understand and use popular colloquial expressions</p>	<p>Use appropriately different words and phrases, from how people in that area normally talk, and standard English</p>	<p>Able to re-phrase what they want to say according to the audience</p>