

## Progression of skills and knowledge in Speaking and Listening

Focus	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening skills	I can: - listen attentively in a range of situations. -give my attention to what others say and respond appropriately, while engaged in another activity	I can: -listen to others in a range of situations and usually respond appropriately	I can: -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.	I can: - listen carefully in a range of different contexts and respond appropriately to both adults and their peers	I can: - listen carefully in a range of different contexts and respond appropriately to both adults and their peers	I can: - 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 to suit needs of the group	I can: - make improvements based on constructive feedback on my listening skills.
Following instructions	I can: -follow instructions involving several actions or ideas	I can: - understand instructions with more than one point in many situations.	I can: -fully understand instructions with more than one points and independently ask for clarification when a message is unclear.  -attempt to follow instructions before seeking assistance	I can: -follow instructions in a range of unfamiliar situations - recognise & ask for specific additional information to clarify instructions	I can: -follow complex/multistep instructions without the need for repetition	I can: -follow complex/multistep instructions without the need for repetition	I can: -follow complex/multistep instructions without the need for repetition

Asking and answering questions	I can: - answer 'how' and 'why' questions about my experiences and in response to stories or events.	I can: - begin to ask questions that are linked to the topic being discussed. - answer questions on a wider range of topics (sometimes may only be one-word answers)	I can: - show that I am following a conversation by asking relevant and timely questions - answer questions using clear sentences - begin to give reasoning behind my answers when prompted to do so	I can: - ask questions that relate to what has been heard or what was presented to me. - begin to offer support for my answers to questions with justifiable reasoning	I can: - generate relevant questions to ask a specific speaker/audience in response to what has been said -regularly offer answers that are supported with justifiable reasoning	I can: - ask questions which deepen conversations and/or further my knowledge - understand how to answer questions that require more detailed answers and justification	I can: - regularly ask relevant questions to extend my understanding and knowledge - articulate and justify answers with confidence in a range of situations
Drama, performance and confidence	I can: - express myself effectively, showing awareness of listeners' needs. -speak confidently in a familiar group, will talk about my ideas	I can: - speak clearly in a way that is easy to understand - speak in front of larger audiences, e.g. in a class assembly,  during a show 'n' tell session - know when it is my turn to speak in a small group presentation or play performance -take part in a simple role play of a known story.	I can: - speak confidently within a group of peers so that my message is clear - practise and rehearse reading  sentences and stories aloud. - take on a different role in a drama or role play and discuss the character's feelings -recognise that sometimes speakers talk differently and discuss reasons why this might happen	I can: - rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers - speak regularly in front of large and small audiences - participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions	I can: - use intonation when reading aloud to emphasise punctuation - practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers - take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character - discuss the language choices of other speakers and how this may vary in different situations	I can: - narrate stories with intonation and expression to add detail and excitement for the listener - use feedback from peers and teachers (and from observing other speakers) to make improvements to performance - combine vocabulary choices, gestures and body movement to take on and maintain the role of a character	I can: - 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(s) - select and use appropriate registers for effective communication

<p>Vocabulary building &amp; standard English</p>	<p>I can: - use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>I can: -use appropriate vocabulary to describe my immediate world &amp; feelings - think of alternatives for simple vocabulary choices</p>	<p>I can: - start to use subject-specific vocabulary to describe, explain and add detail - suggest words or phrases appropriate to the topic being discussed - start to vary language according to the situation</p>	<p>I can: -use vocabulary that is appropriate to the topic and/or audience - recognise powerful vocabulary in stories/ texts that I read or listen to and begin to try to use these words and</p>	<p>I can: -regularly use interesting adjectives, adverbial phrases and expanded noun phrases in speech - know and use language that is acceptable in formal and informal situations with increasing confidence.</p>	<p>I can: - regularly use interesting adjectives, adverbial phrases and expanded noun phrases in speech -know and use language that is acceptable in formal and informal situations with increasing confidence.</p>	<p>I can: -use relevant strategies to build my vocabulary - use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose - use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics</p>
			<p>between formal and informal - usually speak in grammatically correct sentences</p>	<p>phrases in my own talk - discuss topics that are unfamiliar to their own direct experience</p>	<p>- recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into my own talk in an appropriate way</p>	<p>- recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into my own talk in an appropriate way.</p>	<p>- speak audibly, fluently and with a full command of Standard English in all situations. - confidently explain the meaning of words and offer alternative synonyms</p>

<p>Speaking for a range of purposes</p>	<p>I can: - develop my own narratives and explanations by connecting ideas or events</p>	<p>I can: -organise my thoughts into sentences before discussing them - describe my immediate world and environment -retell simple stories &amp; recount events aloud</p>	<p>I can: - talk about myself clearly and confidently - verbally recount experiences with some added interesting details - offer ideas based on what has been heard</p>	<p>I can: - organise what I want to say so that it has a clear purpose -begin to give descriptions, recounts and narrative retellings with added details to engage listeners</p>	<p>I can: - give descriptions, recounts and narrative retellings with specific details to actively engage listeners -debate issues and make my opinions on topics clear -adapt my ideas in response to new information</p>	<p>I can: - plan and present information clearly with ambitious added detail for the listener - participate in debates/arguments and use relevant details to support my opinions and adding humour where appropriate.</p>	<p>I can: - communicate confidently across a range of contexts and to a range of audiences - articulate and justify arguments and opinions with confidence. - give well structured descriptions, explanations, presentations and narratives for different purposes,</p>
							<p>including for expressing feelings - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus</p>

Participating in discussions	I can: - listen and respond to ideas expressed by others in conversation or discussion	I can: - recognise when it is my turn to speak in a discussion - recognise that different people will have different responses and that that these are as valuable as my own	I can: - give enough detail to hold the interest of other participant(s) in a discussion - engage in meaningful discussions that relate to different topic areas.	I can: - engage in discussions, making relevant points or asking relevant questions to show I have followed a conversation - take account of the	I can: - engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. - begin to challenge opinions with respect.	I can: - develop, agree to and evaluate rules for effective discussion; follow rules in small groups and whole-class conversation - engage in longer and sustained discussions about a range of topics	I can: - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence
		opinions and ideas	- remain focused on a discussion when not directly involved and be able to recall the main points when questioned	viewpoints of others when participating in discussions	- engage in meaningful discussions in all areas of the curriculum	- ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions	- consider and evaluate different viewpoints, adding my own interpretations and building on the contributions of others. - offer an alternative explanation when other participants do not understand