

Speaking and Listening Progression EYFS – Y6

Throughout their primary school years all children should learn to:

- Understand, recall and respond to speakers' implicit and explicit meanings.
- Explain and comment on the speakers' use of language, including grammar, vocabulary and non-verbal features.
- Speak competently and creatively for different purposes and audiences, reflecting on impact and response.
- Explore, develop and sustain ideas through talk.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	<p>Enjoy listening to and using spoken and written language, and readily turn to it in play and learning.</p> <p>Use talk to organise sequence and clarify thinking, ideas, feelings and events.</p> <p>Use language to imagine and recreate roles and experiences.</p> <p>Speak clearly and audibly with confidence and control and show awareness of the listener.</p> <p>Extend their vocabulary, exploring the meanings and sounds of new words.</p>	<p>To be able to speak about matters of immediate interest.</p> <p>To convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.</p> <p>To ask relevant questions.</p> <p>Retell stories, ordering events, using story language.</p> <p>Interpret a text by reading aloud with variety, pace and emphasis.</p> <p>Experiment with and build new stores of words to communicate in different contexts.</p>	<p>Speak with clarity and use appropriate intonation when reading and reciting texts.</p> <p>To begin to be aware that in some situations a more formal vocabulary and tone of voice are used.</p> <p>To begin to use standard English and understand when it is used.</p> <p>To begin to show confident in speaking and listening, particularly where the topics interest.</p> <p>To speak clearly when developing and explaining their ideas and use a growing vocabulary.</p> <p>Tell real and imagined stories, using the conventions of familiar story language.</p>	<p>To show understanding of the main point through asking relevant comments and questions.</p> <p>To begin to adapt what they say to the needs of the listener.</p> <p>To develop their use of standard English and understand when it is used.</p> <p>Sustain conversation, explain or give reasons for their views or choices.</p> <p>Develop and use specific vocabulary in different contexts.</p> <p>Choose and prepare poems or stories for performance, identify appropriate expression, tone and volume and use of voices and other sounds.</p>	<p>Respond appropriately on the contributions of others in light of alternative viewpoints.</p> <p>Tell stories effectively and convey detailed information coherently for listeners.</p> <p>To maintain the use of standard English and understand when it is used.</p> <p>Use and reflect on some ground rules for sustaining talk and dialogue.</p> <p>Offer reasons and evidence for their views, considering alternative opinions.</p>	<p>Tell a story using notes designed to cue techniques, such as repetition, recap and humour.</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</p> <p>Use and explore different question types.</p> <p>Participate in whole class debate using conventions and language of debate, including Standard English.</p>	<p>Use a range of oral techniques to present persuasive arguments and engaging narratives.</p> <p>Use the techniques of dialogic talk to explore ideas, topics or issues.</p> <p>Use Standard English consistently in formal situations and promote justify or defend a point of view using supporting evidence, examples and visual aids which are linked back to the main argument.</p> <p>Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas.</p>

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Listening	<p>Listen with enjoyment and respond to stories, songs and other music, rhymes and poems, and make up their own stories, rhymes and poems.</p> <p>Sustain attentive listening, responding to what they have heard by relevant comments, questions and actions.</p> <p>Extend vocabulary, exploring the meanings and sounds of new words.</p>	<p>To maintain attention and participate.</p> <p>To listen to others and usually respond appropriately.</p> <p>Listen with sustained concentration, building new words in context.</p> <p>Listen to and follow instructions accurately.</p>	<p>To listen carefully to others in class and respond with increasing appropriateness to what others say.</p> <p>Follow instructions and ask relevant questions.</p> <p>Listen to input from an adult, remember some specific points and identify what they have learnt.</p>	<p>To speak and listen confidently in different contexts, exploring and communicating ideas.</p> <p>Follow up others' points and show whether they agree or disagree in whole class discussion.</p>	<p>Listen to a speaker, make notes on the talk and use notes to develop a role-play.</p> <p>Compare the different contributions of music, words and images in short extracts from TV programmes.</p> <p>Investigate how talk varies with age, familiarity, gender and purpose.</p>	<p>Identify different question types and evaluate impact on audience.</p> <p>Identify some aspects of talk which vary between formal and informal occasions.</p> <p>Analyse the use of persuasive language.</p> <p>Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</p>	<p>Analyse and evaluate how speakers present points effectively through use of language and gesture.</p> <p>Listen for language variation in formal and informal contexts.</p> <p>Identify the ways spoken language varies according to differences in context and purpose of its use.</p> <p>Identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg emotive language.</p>