

St Cuthbert's Catholic Primary School

Progression in Speaking and Listening

Key Knowledge	Key Skills	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	<p>Understand, recall and respond to speakers' implicit and explicit meanings.</p> <p>Explain and comment on the speakers' use of language, including grammar, vocabulary and non-verbal features.</p>	<p>Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>Be able to speak about matters of immediate interest</p> <p>Convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail</p> <p>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 with in different contexts</p>	<p>Speak with clarity and use appropriate intonation when reading and reciting texts.</p> <p>Begin to be aware that in some situations a more formal vocabulary and tone of voice are used</p> <p>Begin to use standard English and understand when it is used</p> <p>Begin to show confidence in speaking and listening, particularly where the topics interest</p> <p>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>Show understanding of the main point through asking relevant comments and questions</p> <p>Begin to adapt what they say to the needs of the listener.</p> <p>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, 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>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 the 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>
		<p>BI&E ELG Perform songs, rhymes, poems and stories with others,</p>	<p>LA&U ELG 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;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Self –Regulation 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.</p>	<p>Maintain attention & participate</p> <p>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>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>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>
Listening	<p>Speak competently and creatively for different purposes and audiences, reflecting on impact and response.</p> <p>Explore, develop and sustain ideas through talk.</p>							