

Speaking and Listening – Skills Progression

	<u>To listen carefully and understand</u>	<u>To develop a wide and subject-specific vocabulary</u>	<u>To speak with clarity and confidence</u>	<u>To present stories with structure</u>	<u>To hold conversations and debates</u>
Year 1 and 2	<ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point. 	<ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. 	<ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Speak confidently to a group of peers so that they understand the message of what is being said. • Reflect on the clarity of the message given. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. 	<ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. Take part in role play of a familiar story. 	<ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Know that different people hold opinions that are different from our own. • Know that different language is appropriate in different situations (formal and informal) • Make contributions that are relevant to those that have come before.

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Year 3 and 4	<ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. 	<ul style="list-style-type: none"> • Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<ul style="list-style-type: none"> • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. • Explain a project or concept to a group of peers. • Explain and develop ideas across the curriculum. • Reflect on the effectiveness of the explanation. 	<ul style="list-style-type: none"> • Bring stories to life with expression and intonation. • Respond appropriately when in role including basic improvisation. 	<ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative. • Vary language between formal and informal according to the situation.

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Year 5 and 6	<ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Demonstrate active listening by justifying ideas or expanding on the ideas of others. • Recognise and explain some idioms. • Understand the meaning of some phrases beyond the literal interpretation. 	<ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. 	<ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Present an idea, topic or explanation to a group of peers. • Expand and justify ideas across the curriculum. • Reflect on the effectiveness of the explanation, expansion and justification. • Comment on the grammatical structure of a range of spoken and written accounts. 	<ul style="list-style-type: none"> • Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story or presentation (fiction and non-fiction). • Interweave action, character descriptions, settings and dialogue in a performance. • Perform in improvised role play, group or class performances considering the effectiveness of delivery. 	<ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. • Add humour to a discussion or debate where appropriate. • Select appropriate language in a range of situations (formal or informal).

**NB. Skills Progression has been adapted from the Chris Quigley Essentials Communications Curriculum.*