


The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6.  
The requirements are further reflected and contextualised within the reading and writing domains.

	<b>Great Whelnetham Primary School</b> <b>Progression of Skills and Knowledge: Speaking and Listening</b>						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening Skills</b> Listen and respond appropriately to adults and their peers	<ul style="list-style-type: none"> <li>To listen attentively in a range of situations</li> <li>To follow instructions involving several ideas</li> <li>Answer a simple question appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Look at who's talking to them.</li> <li>Follow instruction whilst busy with another task.</li> <li>Be able to follow 2 to 3 part spoken instructions – e.g. get your coat, then choose a partner and line up by the door. Understand how or why questions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand complex 2 or 3 part instructions including more abstract/imaginative situations e.g. choose a character from one story, talk to your partner about how they feel at the end of the story.</li> <li>Understand key points they need to focus on in order to answer a question or follow an instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to information, work out what is the important information they need to convey to their audience.</li> <li>Be specific when asking for clarification.</li> <li>Infer meanings and make predictions from what's said and how it is said.</li> <li>Follow complex instructions without the need for repetition</li> </ul>	<ul style="list-style-type: none"> <li>Listen to information, work out what is the important information they need to convey to their audience.</li> <li>Be specific when asking for clarification.</li> <li>Infer meanings and make predictions from what's said and how it is said.</li> <li>Follow complex instructions without the need for repetition</li> </ul>	<ul style="list-style-type: none"> <li>Understand sarcasm</li> <li>Understand different types of questions – open, closed, rhetorical</li> <li>Understand and use phrasal verbs appropriately e.g. 'putting up with'</li> <li>Understand and enjoy jokes and recognise simple idioms.</li> <li>Follow complex instructions without the need for repetition</li> </ul>	<ul style="list-style-type: none"> <li>Understand sarcasm</li> <li>Understand different types of questions – open, closed, rhetorical</li> <li>Understand and use phrasal verbs appropriately e.g. 'putting up with'</li> <li>Understand and enjoy jokes and recognise simple idioms.</li> <li>To make improvements based on constructive feedback on their listening skills.</li> <li>Follow complex instructions without the need for repetition</li> </ul>

<p><b>Asking and Answering Questions</b> Ask relevant questions to extend their understanding and knowledge</p>	<ul style="list-style-type: none"> <li>To ask 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to ask questions that are linked to the topic being discussed.</li> <li>To answer questions on a wider range of topics (sometimes may only be one-word answers).</li> <li>Provide responses for KWL grids.</li> </ul>	<ul style="list-style-type: none"> <li>Ask lots of questions to find out specific information including how and why.</li> <li>'Dig deeper' when questioning others to extend their knowledge.</li> <li>Respond appropriately to the answers to their questions.</li> <li>To begin to give reasoning behind their answers when prompted to do so.</li> <li>Complete KWL grids with simple responses.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to seek additional information for clarification.</li> <li>Beginning to understand that there is a logical sequence to asking questions.</li> <li>To begin to offer support for their answers to questions with justifiable reasoning.</li> <li>Complete KWL grids with relevant responses.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to seek additional information for clarification.</li> <li>Beginning to understand that there is a logical sequence to asking questions.</li> <li>To regularly offer answers that are supported with justifiable reasoning.</li> <li>Complete KWL grids with in more detail.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use different question types i.e. open / closed/ rhetorical.</li> <li>Keep conversations going with a range of people by asking relevant questions relating to the previous remark.</li> <li>To ask questions which deepen conversations and/or further their knowledge.</li> <li>To understand how to answer questions that require more detailed answers and justification.</li> <li>To complete KWL grids with thoughtful responses and in greater detail.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use different question types i.e. open / closed/ rhetorical.</li> <li>Keep conversations going with a range of people by asking relevant questions relating to the previous remark.</li> <li>To regularly ask relevant questions to extend their understanding and knowledge.</li> <li>To articulate and justify answers with confidence in a range of situations.</li> <li>To complete KWL grids with thoughtful responses and in greater detail.</li> </ul>
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<p><b>Vocabulary</b> Use relevant strategies to build their vocabulary</p>	<ul style="list-style-type: none"> <li>To use past, present and future forms accurately when talking about events that have happened to them or are to happen in the future</li> </ul>	<ul style="list-style-type: none"> <li>Understand that words can be put into categories e.g. animals, transport, characters</li> <li>Recognise objects, characters and animals from a description.</li> <li>To use appropriate vocabulary to describe their immediate world and feelings.</li> <li>To think of alternatives for simple vocabulary choices.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to choose from a range of imaginative and descriptive words in sentences.             <ul style="list-style-type: none"> <li>Be able to infer what a new word means by context.</li> <li>Be able to use classroom resources to support language choices.</li> <li>To start to use subject specific vocabulary to explain, describe and add detail.</li> <li>To suggest words or phrases appropriate to the topic being discussed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices.</li> <li>To use vocabulary that is appropriate to the topic and/or the audience.</li> <li>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</li> <li>To discuss topics that are unfamiliar to their own direct experience</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices.</li> <li>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> </ul>	<ul style="list-style-type: none"> <li>Explore sophisticated vocabulary that has multiple meanings and use mostly accurately but with occasional error.</li> <li>Be able to select the most appropriate resource to support vocabulary choices.</li> <li>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> </ul>	<ul style="list-style-type: none"> <li>Explore sophisticated vocabulary that has multiple meanings and use mostly accurately but with occasional error.</li> <li>Be able to select the most appropriate resource to support vocabulary choices.</li> <li>To use relevant strategies to build their vocabulary.</li> <li>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose             <ul style="list-style-type: none"> <li>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</li> </ul> </li> <li>To confidently explain the meaning of words and offer alternative synonyms.</li> </ul>
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<b>Articulate and Justify answers, arguments and opinions</b>	<ul style="list-style-type: none"> <li>• Begin to say things that they like (SSMA)</li> <li>• They say why they like some activities more than others. They say when they do or don't need help.</li> </ul>	<ul style="list-style-type: none"> <li>• Show that they can use language to reason and persuade e.g. 'I think.....because....'</li> </ul>	<ul style="list-style-type: none"> <li>• Use more complicated grammar including using different ways to join phrases to help explain and justify ideas/events or opinions e.g. because, so, then.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc.</li> <li>• Link points made with appropriate conjunctions and connecting phrases to provide a coherent thread.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc.</li> <li>• Link points made with appropriate conjunctions and connecting phrases to provide a coherent thread.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate an agreement explaining other possible outcomes and options.</li> <li>• Realise when people don't understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate an agreement explaining other possible outcomes and options.</li> <li>• Realise when people don't understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc.</li> </ul>
<b>Speaking for a range of purposes</b> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	<ul style="list-style-type: none"> <li>• To develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<ul style="list-style-type: none"> <li>• List events with some detail</li> <li>• Retell favourite stories</li> <li>• Describe events and their immediate world. These may not always be joined together or in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their own experiences in detail and in the correct order with some added interesting details.</li> <li>• Tell a story with important key components in place.               <ul style="list-style-type: none"> <li>• Use conjunctions to link their ideas together.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate detail and chronology to include in their descriptions, explanations, narratives – increasingly aware of the need for brevity or extension to engage listeners.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate detail and chronology to include in their descriptions, explanations, narratives – increasingly aware of the need for brevity or extension to actively engage listeners.</li> <li>• To adapt their ideas in response to new information.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell elaborate entertaining stories which are full of detailed descriptions</li> <li>• Use appropriate language that is detailed to describe experiences that may have happened some time ago or are planned for the future making verb choices that accurately reflect the timeframe.</li> </ul>	<ul style="list-style-type: none"> <li>• To communicate confidently across a range of contexts and to a range of audiences.</li> <li>• To articulate and justify arguments and opinions with confidence.</li> <li>• To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</li> <li>• To make reference back to their original thoughts when</li> </ul>

							their opinions have changed and give reasons for their change of focus.
<b>Participate in Discussion</b> Maintain attention and participate actively in collaborate conversations, staying on topic and initiating and responding to comments	<ul style="list-style-type: none"> <li>To listen and respond to ideas expressed by others in conversation or discussion. <b>This is 40-60m not ELG.</b></li> <li>Confident to speak in a familiar group, they will talk about their ideas. (SCSA)</li> </ul>	<ul style="list-style-type: none"> <li>Start conversations with other people and join in with group conversations listening and responding to ideas expressed by others.</li> <li>To recognise when it is their turn to speak in a discussion.</li> <li>To recognise that different people will have different responses and that that these are as valuable as their own opinion</li> </ul>	<ul style="list-style-type: none"> <li>Take turns to talk, listen and respond in two-way conversations and groups.</li> <li>To engage in meaningful discussions that relate to different topic areas.</li> <li>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</li> <li>To give enough detail to hold the interest of other participant(s) in a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Vary the tone of their voices to make story telling exciting and come to life. <ul style="list-style-type: none"> <li>Understand the interests of the listener, e.g. 'guess who I saw yesterday'</li> </ul> </li> <li>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</li> <li>To take account of the viewpoints of others when participating in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Vary the tone of their voices to make story telling exciting and come to life. <ul style="list-style-type: none"> <li>Understand the interests of the listener, e.g. 'guess who I saw yesterday'</li> </ul> </li> <li>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</li> <li>To begin to challenge opinions with respect.</li> <li>To engage in meaningful discussions in all areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Manage and organise collaborative tasks with little adult supervision.</li> <li>Use appropriate expression and tone for the purpose and the audience.</li> <li>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole class conversations.</li> <li>To engage in longer and sustained discussions about a range of topics.</li> <li>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Manage and organise collaborative tasks with little adult supervision.</li> <li>Use appropriate expression and tone for the purpose and the audience.</li> <li>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</li> <li>To consider and evaluate different viewpoints, adding their own interpretations and building on the</li> </ul>

							contributions of others. <ul style="list-style-type: none"> <li>To offer an alternative explanation when other participant(s) do not understand.</li> </ul>
<b>Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas</b>	<ul style="list-style-type: none"> <li>They develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<ul style="list-style-type: none"> <li>Use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<ul style="list-style-type: none"> <li>Use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use appropriate language for a range of people in different situations. This is important for building friendships, e.g. complimenting or criticising, clarifying and negotiating</li> </ul>	<ul style="list-style-type: none"> <li>Select and use appropriate language for a range of people in different situations. This is important for building friendships, e.g. complimenting or criticising, clarifying and negotiating</li> </ul>	<ul style="list-style-type: none"> <li>Use speculative and hypothetical language to explore a range of ideas and situations</li> <li>Negotiate an agreement explaining other options and possible outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Use speculative and hypothetical language to explore a range of ideas and situations</li> <li>Negotiate an agreement explaining other options and possible outcomes.</li> <li>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul>
<b>Speaking using Standard English</b> Speak audibly and fluently with an increasing command of Standard English	<ul style="list-style-type: none"> <li>Children express themselves effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Produce speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation of certain sounds and some grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>To usually speak in grammatically correct sentences.</li> <li>Use speech that is usually clear and easily understood by others.</li> <li>Have a growing awareness of grammatically accurate Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Use grammatically accurate standard English</li> </ul>	<ul style="list-style-type: none"> <li>Use grammatically accurate standard English</li> </ul>	<ul style="list-style-type: none"> <li>To speak audibly, fluently and with a full command of Standard English in all situations.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use sophisticated language patterns and structures including in formal situations, demonstrating a good command of Standard English.</li> </ul>



<p><b>Drama, Performance and Debate</b></p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<ul style="list-style-type: none"> <li>• To express themselves effectively, showing awareness of listeners' needs.</li> <li>• To speak confidently in a familiar group, will talk about their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in and organise role play with friends.</li> <li>• Play cooperatively and pretend to be someone else talking.</li> <li>• Re-tell favourite stories.</li> <li>• To speak clearly in a way that is easy to understand.</li> <li>• To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</li> <li>• To know when it is their turn to speak in a small group presentation or play performance.</li> <li>• Hot seating – respond with simple answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an imaginative range of descriptive words when engaged in role play.</li> <li>• Use speech that is consistently clear and easy to understand when presenting to others.</li> <li>• To practise and rehearse reading sentences and stories aloud.</li> <li>• To take on a different role in a drama or role play and discuss the character's feelings.</li> <li>• To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</li> <li>• Hot seating – respond with simple answers, sometimes using 'because'...</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task</li> <li>• Vary their tone of voice to make role play/ information more exciting</li> <li>• To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</li> <li>• To speak regularly in front of large and small audiences.</li> <li>• To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task</li> <li>• Vary their tone of voice to make role play/information more exciting</li> <li>• To use intonation when reading aloud to emphasise punctuation.</li> <li>• To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</li> <li>• To take on a specific role in role-play/ drama activities and participate in focused discussion while remaining in character.</li> <li>• To discuss the language choices of other speakers and how this may vary in different situations.</li> <li>• To debate issues and make their opinions on topics clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate confidently in debate, understanding and sustaining the conversations and demonstrating a range of debating skills (including acting in role).</li> <li>• Instigate, participate and improvise appropriately in collaborative tasks</li> <li>• To narrate stories with intonation and expression to add detail and excitement for the listener.</li> <li>• To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</li> <li>• To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</li> <li>• To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</li> </ul>
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Gain, maintain and monitor the interest of the listener(s)	<ul style="list-style-type: none"> <li>• Show awareness of listeners needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate conversations with others, understanding they need to look at the audience when they are speaking.</li> <li>• Give details that they know are important and will influence the listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to be aware of what the listener knows already and make checks while telling the story.</li> <li>• Take turns to talk, listen and respond in two-way conversations and groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Add detail or leave information out according to how much is already known by the listener.</li> <li>• Understand the interests of the listener and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Add detail or leave information out according to how much is already known by the listener.</li> <li>• Understand the interests of the listener and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell elaborate entertaining stories using expression and tone of voice to engage the listener.</li> <li>• Incorporate detail to engage and inform the listener across tasks that aren't always straightforward chronologies e.g. aside, flashback, counterargument etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell elaborate entertaining stories using expression and tone of voice to engage the listener.</li> <li>• Incorporate detail to engage and inform the listener across tasks that aren't always straightforward chronologies e.g. aside, flashback, counterargument etc.</li> </ul>
Consider and evaluate the different viewpoints, attending to and building on the contributions of others.	<ul style="list-style-type: none"> <li>• Give their attention to what others are say and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others, taking account of their opinions.</li> <li>• Take turns to speak to and with others</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully to others, asking lots of questions to find out specific information including 'how' and 'why'</li> <li>• Begin to recognise and value the opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Join in discussions using appropriate and relevant vocabulary.</li> <li>• Keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in discussions using appropriate and relevant vocabulary.</li> <li>• Keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and explain situations and concepts to identify and evaluate the merits of other options and possible outcomes.</li> <li>• Negotiate agreement by sharing ideas and information, giving and receiving advice, offering an opinion and taking notice of the opinion of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and explain situations and concepts to identify and evaluate the merits of other options and possible outcomes.</li> <li>• Negotiate agreement by sharing ideas and information, giving and receiving advice, offering an opinion and taking notice of the opinion of others.</li> </ul>



<p>Select and use appropriate registers for effective communication</p>	<ul style="list-style-type: none"> <li>Children express themselves effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Use words more specifically to make their meaning clear.</li> <li>Show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet.</li> </ul>	<ul style="list-style-type: none"> <li>Use language they hear other people using and begin to be aware of current peer language.</li> <li>Begin to understand that they need to use different styles of talk with different people.</li> <li>To start to vary language according to the situation between formal and informal.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between formal and informal language and use formal or informal language where appropriate in familiar situations to ensure the listener understands</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between formal and informal language and use formal or informal language where appropriate in familiar situations to ensure the listener understands</li> </ul>	<ul style="list-style-type: none"> <li>To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>Select and use the appropriate formality of language depending on the audience.</li> <li>Explain features of own and others' language use, showing understanding of the effect of varying language for different purposes and situations</li> </ul>	<ul style="list-style-type: none"> <li>Select and use the appropriate formality of language depending on the audience.</li> <li>Explain features of own and others' language use, showing understanding of the effect of varying language for different purposes and situations</li> </ul>
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