



Milford Primary School

Care, Share, Respect, Learn!

English – Speaking and Listening

		Progression Statements			
Pupils should be taught to:	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6	
Listen and respond appropriately to adults and their peers	<p>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> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>For example:</p> <ul style="list-style-type: none"> • Listen and respond to the speaker making simple comments and suggestions • Make helpful contributions when speaking in turns, in pairs and in small groups 	<p>For example:</p> <ul style="list-style-type: none"> • Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared. • Work in a variety of group situations following appropriate etiquette for group dynamics 	<p>For example:</p> <ul style="list-style-type: none"> • Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and develop the speaker's ideas in different ways. Make reference to others comments when articulating own ideas. • Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group 	
Ask relevant questions to extend their understanding and knowledge	<p>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>For example:</p> <ul style="list-style-type: none"> • Begin to ask questions that link clearly to the topic being discussed • Show that the conversation is being followed through the questions that are asked 	<p>For example:</p> <ul style="list-style-type: none"> • Generate questions to ask a specific speaker / audience in response to a talk / conversation • Ask questions in direct response to something heard / presented 	<p>For example:</p> <ul style="list-style-type: none"> • Spontaneously ask questions which develop the conversation and take ideas or knowledge further 	



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Use relevant strategies to build their vocabulary	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	For example: <ul style="list-style-type: none"> To be encouraged to listen to and use new vocabulary to develop their own vocabularies Given opportunities to use this vocabulary in a variety of meaningful contexts To be encouraged to think of alternatives for simple vocabulary choices 	For example: <ul style="list-style-type: none"> To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects To use new vocabulary within the correct context Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience. 	For example: <ul style="list-style-type: none"> Using vocabulary appropriately and for effect Use appropriate terminology linked to other curriculum subjects Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions
Articulate and justify answers, arguments and opinions	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	For example: <ul style="list-style-type: none"> Can answer questions clearly in sentences Can give a reason for their answer when asked Are encouraged to explore why they have certain thoughts or opinions 	For example: <ul style="list-style-type: none"> Can give answers to questions that are supported by justifiable reasons Can support own ideas and opinions with explanation 	For example: <ul style="list-style-type: none"> Can sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation Can present ideas / opinions coherently , supported with reasons
Give well-structured descriptions, explanations and narratives for different purposes,	Make comments about what they have heard and ask questions to clarify their meanings. Offer explanations for why things might happen,	For example: <ul style="list-style-type: none"> Being able to describe their immediate world and environment Can talk about themselves clearly and confidently 	For example: <ul style="list-style-type: none"> Can develop ideas and feelings through sustained talk Can organise what they want to say so that it is clear to the listener 	For example: <ul style="list-style-type: none"> Can talk about feelings ,thoughts and ideas with some detail to make meaning explicit Can present information clearly and in an appropriate



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<p>including for expressing feelings</p>	<p>making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where 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>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when</p>	<ul style="list-style-type: none">• Can retell simple stories / recounts	<ul style="list-style-type: none">• Can give descriptions. Recall events / stories / recount experiences with some added detail to engage the listener	<p>form to the listener</p> <ul style="list-style-type: none">• Can plan and present information verbally selecting the appropriate format and style to match the purpose• Can sustain a longer conversation about a given topic
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	appropriate) maps.			
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	<p>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>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>For example:</p> <ul style="list-style-type: none"> • Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned 	<p>For example:</p> <ul style="list-style-type: none"> • Can show through the contributions made and questions asked that they have followed a conversation 	<p>For example:</p> <ul style="list-style-type: none"> • Can summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard
Use spoken language to develop understanding through speculating, hypothesising, imagining and	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Offer explanations for why things happen, making use of recently introduced</p>	<p>For example:</p> <ul style="list-style-type: none"> • Begin to offer ideas and suggestions based on what has been heard - for example in response to reading watching an experiment 	<p>For example:</p> <ul style="list-style-type: none"> • Develop ideas and expand on these building on what others say • Adapt these ideas in light of new information 	<p>For example:</p> <ul style="list-style-type: none"> • Offer ideas and support these with reasoning. Be prepared to change these as new information comes to light and make reference back to original thoughts providing



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<p>exploring ideas</p>	<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Talk about the lives of the people around them and their roles in society.</p>			<p>either further evidence to support ideas or reasons for the change of focus</p>
<p>Speak audibly and fluently with an increasing command of Standard English</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>For example:</p> <ul style="list-style-type: none"> • Can speak clearly when talking in class • Speak in grammatically correct sentences 	<p>For example:</p> <ul style="list-style-type: none"> • Can speak to a wider audience e.g whole school in assembly • Can adapt speaking style to suit the audience 	<p>For example:</p> <ul style="list-style-type: none"> • Can articulate thoughts clearly when presenting to a range of audiences • Can adopt a formal / informal tone as appropriate to the situation
<p>Participate in discussions,</p>	<p>Listen attentively and respond to what they hear</p>	<p>For example:</p>	<p>For example:</p>	<p>For example:</p>



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<p>presentations, performances, role play, improvisations and debates</p>	<p>with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Sings a range of well-known nursery rhymes and songs.</p> <ul style="list-style-type: none"> • Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 	<ul style="list-style-type: none"> • Know when it is their turn to speak in a simple presentation / discussion • Take part in role play to find out about different characters and situations • Take different roles in a drama / role play to explore how others felt about a character's actions 	<ul style="list-style-type: none"> • Prepare and present information orally • Participate in discussions by listening to others and building on from what has been said • Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions 	<ul style="list-style-type: none"> • Can present information in a variety of ways to a range of audiences • Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused • Perform to wider audiences combining words, gestures and movement • Participate in debates, following appropriate etiquette and conventions
<p>Gain, maintain and monitor the interest of the listener(s)</p>	<p>Share their creations, explaining the processes they have used.</p> <p>Invent, adapt and recount</p>	<p>For example:</p> <ul style="list-style-type: none"> • Speak clearly so that the listener can hear what is said 	<p>For example:</p> <ul style="list-style-type: none"> • Adapt language, tone and style to suit the purpose of the listener 	<p>For example:</p> <ul style="list-style-type: none"> • Be aware of the listener and adapt talk to maintain the listener's interest



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	narratives and stories with peers and their teacher	<ul style="list-style-type: none"> Organising thoughts into sentences before expressing them Choosing words to add interest or detail 	<ul style="list-style-type: none"> Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener 	<ul style="list-style-type: none"> Express and explain relevant ideas with some elaboration to make meaning explicit Maintain control and effective organisation of a talk to guide the listener Adapt vocabulary, grammar and non-verbal features to maintain listener's interest
Consider and evaluate different viewpoints, attending to and building on the contributions of others		<p>For example:</p> <ul style="list-style-type: none"> Know that different people have different ideas / responses and recognise that these are as valuable as their own 	<p>For example:</p> <ul style="list-style-type: none"> Take account of the viewpoints of others when building own arguments and offering responses 	<p>For example:</p> <ul style="list-style-type: none"> Make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions
Select and use appropriate registers for effective communication		<p>For example:</p> <ul style="list-style-type: none"> Notice how different speakers talk and consider why this might be the case 	<p>For example:</p> <ul style="list-style-type: none"> Begin to adapt suitable styles of delivery dependent on task / audience Recognise how language choices vary in different situations 	<p>For example:</p> <ul style="list-style-type: none"> Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk.