

# Speaking and Listening Progression Document

## Speaking and Listening Progression in knowledge and skills

### Curriculum Intent

At Wrockwardine Wood Infant School and Nursery, we recognise that speaking and listening allows pupils to develop culturally, emotionally, intellectually, socially and spiritually. Speaking and listening activities also enable pupils to both acquire knowledge and build on what they already know. Having all the skills of language are essential to allowing pupils to participate fully as members of society. Pupils who learn to speak and listen, fluently and confidently are at an advantage in their future lives. We aim to promote high standards of language and literacy by equipping pupils with a strong understanding of the spoken word and to communicate and develop a love of communication through speaking and listening for a range of purposes for enjoyment. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

### Curriculum Implementation

- ✓ We teach speaking and listening skills as part of English lessons although these skills are applied and practised across the curriculum and through a range of curriculum enrichment activities. The speaking and listening skills, taught in each class, build on the skills taught in previous years, allowing children to continuously build on their skills.
- ✓ We aim to equip children to use speaking and listening skills with a vital throughout their everyday lives both academically and socially.
- ✓ Provide numerous opportunities to listen and respond appropriately to others.
- ✓ Provide a broad balanced curriculum with lots of opportunities for children to ask relevant questions to extend their understanding and knowledge.
- ✓ Build and enhance the range of vocabulary which is used when speaking.
- ✓ Equip pupils with the skills to become confident, audible and fluent speakers in a range of situations.
- ✓ Develop children's ability to effectively articulate and justify answers, arguments and opinions.
- ✓ Increase attention and active participation in collaborative conversations.
- ✓ Equip pupils with an increasing command of Standard English
- ✓ Encourage and provide many opportunities for children to participate in discussions, presentations, performances, role play, improvisations and debates.
- ✓ Encourage pupils to discuss, consider and evaluate different viewpoints.

### Within Reading

- ✓ Participate in high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction expressing their likes, dislikes, understanding of structure, characterisation and events.
- ✓ Increase their vocabulary through encountering words within books they would rarely hear or use in everyday speech.
- ✓ Articulate what they have learnt about themselves and the world in which they live.
- ✓ Express an appreciation and love of reading and understand how it helps them to gain knowledge across the curriculum.

### Within Writing

- ✓ Children are given time to compose through discussion and oral rehearsal by forming, articulating and communicating ideas, and then organising them within their writing coherently for a reader.

### Drama

- ✓ We teach children how to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.
- ✓ Children are given time to adopt, create and sustain a range of roles, responding appropriately to others in role.
- ✓ They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre

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National Curriculum	End of Early Years Foundation Stage	End of Key Stage 1
<p style="text-align: center;"><b>EYFS</b></p> <p>Purple=Birth to 5 matters Black=Development matters</p> <p><b>Observation Checkpoints (Development Matters)</b> ‘Can help you to notice whether a child is at risk of falling behind in their development. You can make all the difference by acting quickly, using your professional judgement and your understanding of child development.’ 2021 Development Matters.</p>	<p><b>ELG: Listening, Attention and Understanding</b> <i>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. 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.</i></p> <p><b>ELG: Speaking</b> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.</i></p> <p><b>ELG: Comprehension</b> <i>Demonstrate Understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</i></p>	<p><b>National Curriculum Statutory Requirements (All years)</b> <i>Listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</i></p>

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Key concept		Nursery		Reception	Y1	Y2
		Birth-3	3-4-year-olds	5-year-olds	6-year-olds	7-year-olds
Listening	<p><i>Listen carefully to others and converse with adults and their peers.</i></p>	<p><b>Stage 1</b> - Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations</p> <p><b>Stage 2</b> - Listens with interest to the noises adults make when they read stories</p> <p><b>Stage 3</b> - Listen to simple stories and understand what is happening, with the help of the pictures</p> <p><b>Observational Checkpoints</b> (Development matters)</p> <p>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up".</p>	<p><b>Stage 1</b> - Listens to familiar stories and rhymes with increasing attention and recall.</p> <p><b>Stage 2</b> - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p><b>Stage 3</b> - Enjoy listening to longer stories and can remember much of what happens.</p> <p><b>Observational Checkpoints</b> (<i>Solent NHS trust dev checklist</i>)</p> <p>Around the age of 4 child stops to listen for directions from an adult but may need support to do this e.g. hand to ear for 'listen'.</p> <p>Concentrates on activity chosen for 10-15 minutes</p> <p>From age 4 child can move focus between tasks but may still need to stop activity to listen</p>	<p><b>Stage 1</b> - Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><b>Stage 2</b> - Listen to and talk about stories to build familiarity and understanding.</p> <p><b>Stage 3</b> - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><b>End of year</b> - Listen attentively and respond to what they hear during whole class discussions and small group interactions.</p>	<p><b>Stage 1</b> - Listen carefully to stories, songs, rhymes and poems.</p> <p><b>Stage 2</b> - Listen carefully to stories, songs, rhymes and poems and show enjoyment and understanding.</p> <p><b>Stage 3</b> - Listen carefully and join in with predictable or repetitive words or phrases within stories.</p> <p><b>End of year</b> - Listen carefully and join in with predictable or repetitive words or phrases within stories.</p>	<p><b>Stage 1</b> - Follow instructions. Listen carefully in class and group discussions.</p> <p><b>Stage 2</b> - Listen to each other carefully when working in groups Listen carefully to instructions and explain to a partner.</p> <p><b>Stage 3</b> - Listen carefully and come to an agreement about what they should do, and how they might do it.</p> <p><b>End of year</b> - Talk in complete sentences and decide when to include relevant vocabulary.</p>

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<b>Speaking</b>	<p><i>Understand and use the conventions of conversation. Use conversation in different settings and for different purposes. Express their feelings and emotions clearly.</i></p> <p><i>Develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences</i></p>	<p><b>Stage 1- Copy what adults do, taking 'turns' in conversations (through babbling) and activities</b></p> <p><b>Stage 2- Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops.</b></p> <p><b>Stage 3 - Start to say how they are feeling, using words as well as actions.</b></p> <p><b>Observational Checkpoints</b> (Development matters) <i>By around 3 years old, can the child use around 300 words? Including descriptive language. They include words for time (e.g., 'now' and 'later'), space (e.g., 'over there') and function (e.g., they can tell you a sponge is for washing).</i></p> <p><i>Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.</i></p>	<p><b>Stage 1 -Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</b></p> <p><b>Stage 2 - Uses talk to explain what is happening and anticipate what might happen next</b></p> <p>Starts a conversation with an adult or a friend and continue it for many turns.</p> <p><b>Stage 3 - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</b></p> <p><b>Observational Checkpoints</b> (Development matters) <i>Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?</i></p> <p><i>Can the child use sentences joined up with words like 'because', 'or', 'and'? e.g.: "I like ice cream because it makes my tongue shiver".</i></p> <p><i>Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?</i></p>	<p><b>Stage 1 - Articulate their ideas and thoughts in well-formed sentences.</b></p> <p><b>Stage 2 - Connect one idea or action to another using a range of connectives.</b></p> <p><b>Stage 3 - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</b></p> <p><i>Listens and responds to ideas expressed by others in conversation or discussion</i></p> <p><b>End of year - Express their ideas clearly using relevant language.</b></p>	<p><b>Stage 1 - Begin to talk about what they have done or seen. Begin to use an audible voice when speaking in a group.</b></p> <p><b>Stage 2 - Talk simply and clearly about what they have observed and done. Describe their immediate world. Express their feelings.</b></p> <p><b>Stage 3 - Talk and begin to compare their views and ideas with those of others. Use an audible voice when they are speaking to the class or group e.g., to recount an event, tell a story or express their ideas.</b></p> <p><b>End of year - Speak clearly and confidently in front of the class saying what they have seen or done and begin to share their ideas clearly. Tell others how they are feeling using suitable vocabulary.</b></p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Asking questions</b></p>	<p><i>Use questions to clarify, find out more, and deepen understanding.</i></p> <p><b>Questions in developmental order</b> <i>(Communication Counts)</i></p> <p>We first understand:</p> <ul style="list-style-type: none"> <li>• <i>Who?</i></li> <li>• <i>What?</i></li> <li>• <i>Where?</i></li> </ul> <p>We then understand:</p> <ul style="list-style-type: none"> <li>• <i>Why?</i></li> <li>• <i>When?</i></li> </ul> <p><i>How?</i></p>	<p><b>Stage 1-</b> Responds to simple questions when in a familiar context with a special person (e.g., Where’s Mummy? Where’s your nose?)</p> <p><b>Stage 2-</b> Understands who, what, where in simple questions (e.g., Who’s that? Who can? What’s that? Where is?)</p> <p><b>Stage 2-</b></p> <p><b>Stage 3-</b> Beginning to ask simple questions, e.g., <i>who’s that?</i></p> <p><b>Observational Checkpoints</b> (Development matters)</p> <p>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”</p>	<p><b>Stage 1-</b> Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p><b>Stage 2-</b> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p><b>Stage 3-</b> Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></p> <p><b>Observational Checkpoints</b> (Development matters)</p> <p>Around the age of 4, is the child using sentences of four to six words – “What’s that thing called?”?</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?</p>	<p><b>Stage 1</b> - Understand how to listen carefully and why listening is important.</p> <p><b>Stage 2</b> - Understands questions such as who; why; when; where and how</p> <p><b>Stage 3</b> - Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>End of year</b> - Ask relevant questions, make comments and provide actions when being read to and during whole class discussions and small group interactions.</p>	<p><b>Stage 1</b> - Learn to listen with sustained concentration when others speak.</p> <p>Ask questions.</p> <p><b>Stage 2</b> - Listen to others attentively and follow instructions.</p> <p>Listen to what others say and begin to sustain a conversation by beginning to take turns to speak.</p> <p><b>Stage 3</b> - Understand how to take turns and participate constructively in conversations.</p> <p>Ask questions to find out more.</p> <p><b>End of year</b> - Join in with conversations in a group in lessons and within play. Know how to start conversations with others. Ask questions to find out more information.</p>	<p>Ask questions to find out more.</p> <p>End of year.</p> <p><b>End of year</b> - Ask questions to clarify.</p>
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<b>Retell stories</b>	<p><i>Pupils should be able to retell some familiar stories that have been read to and discussed with them. Children will increase their vocabulary through encountering words within books they would rarely hear or use in everyday speech.</i></p>	<p><b>Stage 1-</b> Enjoy sharing books with an adult.</p> <p><b>Stage 2-</b> Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p><b>Stage 3-</b> Pay attention and respond to the pictures or the word in stories and rhymes.</p>	<p><b>Stage 1-</b> Engage in story and rhymes times.</p> <p><b>Stage 2-</b> Repeat words and phrases from familiar stories</p> <p><b>Stage 3-</b> Talk about familiar books.</p>	<p><b>Stage 1 -</b> Describe events in some detail.</p> <p><b>Stage 2 -</b> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p><b>Stage 3 -</b> Retell a long story.</p> <p><b>End of year -</b> Make comments about what they have heard and ask questions to clarify their understanding</p>	<p><b>Stage 1 -</b> Begin to retell stories they have heard, remembering the main characters and the basic sequence of events.</p> <p><b>Stage 2 -</b> Retell events from their own experience in the correct sequence using the language patterns of stories and vocabulary that mirrors what they have heard.</p> <p><b>Stage 3 -</b> Retell known narratives using their knowledge of story structures (correct sequencing, characterisation, repetitive phrases).</p> <p><b>End of year -</b> Retell a story that they know well, remembering each of the characters and the events. Use these as a basis to make up their own stories using patterns of language from what they have heard.</p>	<p><b>Stage 1 -</b> Remember and recall stories that they have previously heard.</p> <p><b>Stage 2 -</b> Retell stories from other cultures, describing the characters, setting and narrative.</p> <p><b>Stage 3 -</b> Retell familiar traditional tales from other cultures. Describe costumes and setting images. Begin to discuss the mood and atmosphere.</p> <p><b>End of year -</b> Retell stories using narrative language and adapting the way they talk and the vocabulary that they use to engage the listener.</p>
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<b>Vocabulary</b>	<p><i>Recognise the understand different vocabulary and use it in context.</i></p>	<p><b>Stage 1-</b> <i>Uses single words to communicate for a range of purposes (e.g., teddy, more, no, bye-bye)</i></p> <p><b>Stage 2-</b> <i>Beginning to put two words together (e.g., Want ball, More juice)</i></p> <p><b>Stage 3 -</b> <i>Uses longer sentences (e.g., 3 words, Mummy gonna work)</i></p> <p><b>Observational Checkpoints (Development matters)</b>  <i>Towards their second birthday, can the child use up to 50 words?</i></p> <p><i>Towards their third birthday, can the child use around 300 words? These words include descriptive language.</i></p>	<p><b>Stage 1-</b> Use longer sentences of four to six words.</p> <p><b>Stage 2-</b> Use a wider range of vocabulary.</p> <p><b>Stage 3-</b> Says multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p><b>Observational Checkpoints (Development matters)</b>  <i>Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?</i></p>	<p><b>Stage 1 -</b> . Connect one idea or action to another using a range of connectives.</p> <p><b>Stage 2 -</b> Use new vocabulary in different contexts.</p> <p><b>Stage 3 -</b> Develop social phrases - please, thank you.</p> <p><b>End of year -</b> Show curiosity in learning and using new words drawn from speech and stories they head heard.</p>	<p>Vocabulary should be developed when pupils listen to books read aloud and when they discuss what they have heard.</p> <p><b>End of year -</b> Discuss word meanings, linking new meanings to those already known</p>	<p><b>End of year -</b> Use relevant strategies to build their vocabulary. articulate and justify answers, arguments, and opinions.</p>
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<b>Recite a poem</b>	<p><i>Understand the nuances of language and the effect that word choice has on the listener.</i></p> <p><i>Are able to elaborate and explain clearly their understanding and ideas.</i></p>	<p><b>Stage 1</b> - Enjoy songs and rhymes, tuning in and paying attention. May respond by moving or waving hands.</p> <p><b>Stage 2</b> - Say some of the words in songs and rhymes.</p> <p><b>Stage 3</b> Sing songs and say rhymes independently, for example, singing whilst playing</p>	<p><b>Stage 1</b> - Listens to and joins in with rhymes and poems, when reading one-to-one and in small groups</p> <p><b>Stage 2</b> -. Know many rhymes.</p> <p><b>Stage 3</b> - Sing a large repertoire of songs</p>	<p><b>Stage 1</b> - Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><b>Stage 2</b> - Learn rhymes, poems and songs.</p> <p><b>Stage 3</b> - End of year - Recite several rhymes and poems and express a preference.</p>	<p><b>Stage 1</b> - Join in with familiar rhymes and repetitive phrases or counting activities.</p> <p><b>Stage 2</b> - Join in with texts being read aloud, begin experimenting with ways to vary the volume, pace or emphasis to enhance the meaning.</p> <p><b>Stage 3</b> - Experiment with and build new vocabulary (based on what they have heard) in English and other subject areas.</p> <p><b>End of year</b> - Include vocabulary they have heard that is relevant to the context when speaking.</p>	<p><b>Stage 1</b> - Use an audible voice to recite many rhymes and poems by heart.</p> <p><b>Stage 2</b> - Confidently retell stories orally and recite poems clearly within a group.</p> <p><b>Stage 3</b> - Plan, prepare and perform stories and poems for a group or class, developing their clarity and intonation.</p> <p><b>End of year</b> - Perform a simple poem from memory using a clear, audible voice. Use techniques to sustain the listeners' interest.</p>
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<p style="text-align: center;"><b>Drama</b></p>	<p><i>Role-play and other drama techniques can help pupils to identify with and explore characters within reading. They also help extend pupils' understanding of what they read and have opportunities to try out the language they have listened to within roleplay. Drama and role-play can also contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</i></p>	<p><b>Stage 1</b> - 'take turns' in conversations with babbling.</p> <p><b>Stage 2</b> - Mirrors and improvises actions they have observed, e.g. clapping or waving</p> <p><b>Stage 3</b> - Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p>	<p><b>Stage 1</b> - Starts a conversation with an adult or a friend and continue it for many turns</p> <p><b>Stage 2</b> - Uses available resources to create props or creates imaginary ones to support play</p> <p><b>Stage 3</b> - Engages in imaginative play based on own ideas or first-hand or peer experiences.</p>	<p><b>Stage 1</b> - Develop their confidence when speaking to their peers and adults.</p> <p><b>Stage 2</b> - Start a conversation with an adult or a friend and continue it for many turns.</p> <p><b>Stage 3</b> - Articulate their ideas and thoughts in well-formed sentences.</p> <p><b>End of year</b> - Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. dance, drama,</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p><b>Stage 1</b> - Re-enact what they have heard through role-play.</p> <p><b>Stage 2</b> - Act out familiar stories using puppets roleplay.</p> <p><b>Stage 3</b> - Use improvisation and role-play and act out familiar stories, for example using puppets or toys and changing voice for different characters.</p> <p><b>End of year</b> - Join in with role-play and begin to adopt and maintain a character role.</p>	<p><b>Stage 1</b> - Create short dramatisations of scenes or situations from books or stories.</p> <p><b>Stage 2</b> - Say what they feel a character might be thinking, for example, through thought-tracking.</p> <p><b>Stage 3</b> - Devise short dramatisations and learn how to comment constructively on the performance of others.</p> <p><b>End of year</b> - Confidently take part in dramatisations and understand how to speak for different purposes and to different audiences.</p>
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