

CURRICULUM PROGRESSION MAP
SUBJECT – SPEAKING AND LISTENING

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Children should be verbally corrected on their use of Standard English from Nursery through to year 6. • Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). • Maintains attention, concentrates and sits quietly during appropriate activity • Two-channelled attention – can listen and do for short span • Understands use of objects (e.g. “What do we use to cut things?”) 	<ul style="list-style-type: none"> • Children should be verbally corrected on their use of Standard English from Nursery through to year 6. • I can begin to participate in discussions, presentations, performances, role-play, improvisations, and debates. • I can begin to give basic descriptions, explanations, and narratives for different purposes, including for expressing feelings. • I can to maintain attention and participate in collaborative conversations, staying on topic and initiating and responding to comments. • I can begin to use spoken language to develop my understanding through speculating, hypothesising, imagining, and exploring ideas. 	<ul style="list-style-type: none"> • Children should be verbally corrected on their use of Standard English from Nursery through to year 6. • I can confidently participate in discussions, presentations, performances, role-play, improvisations, and debates. • I can give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings. • I can continue to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • I can confidently use spoken language to develop my understanding through speculating, hypothesising, 	<ul style="list-style-type: none"> • Children should be verbally corrected on their use of Standard English from Nursery through to year 6. • I can begin to participate in discussions, presentations, performances, role-play, improvisations, and debates. • I can begin to give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings. • I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • I can begin to use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas. • I can develop my ability to speak audibly and 	<ul style="list-style-type: none"> • Children should be verbally corrected on their use of Standard English from Nursery through to year 6. • I can participate in discussions, presentations, performances, role-play, improvisations, and debates. • I can give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings. • I can consistently maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • I can use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas. • I can confidently speak audibly and fluently with an 	<ul style="list-style-type: none"> • Children should be verbally corrected on their use of Standard English from Nursery through to year 6. • I can begin to give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings. • I usually participate in discussions, presentations, performances, role-play, improvisations, and debates. • I can show signs that I am beginning to maintain attention and participate actively in collaborative conversations, staying on topic, initiating, and responding to comments. • I can begin to use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas. 	<ul style="list-style-type: none"> • Children should be verbally corrected on their use of Standard English from Nursery through to year 6. • I can give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings. • I regularly participate in discussions, presentations, performances, role-play, improvisations, and debates. • I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • I use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas. • I can speak audibly and fluently with an increasing

<ul style="list-style-type: none"> •Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand ‘why’ and ‘how’ questions. • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes •Able to follow a story without pictures or props. •Listens and responds to ideas expressed by others in conversation or discussion •Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct 	<ul style="list-style-type: none"> • I can begin to speak audibly with increasing fluency with an increasing command of Standard English. • I can briefly describe my immediate world and environment. • I can briefly talk about myself clearly and confidently. • I can start to retell simple stories / recounts. • I can begin to gain, maintain, and monitor the interest of the listener (s). • I can begin to show that I am focused on a conversation when not directly involved and recall some of the main points when questioned. • I am beginning to offer ideas and suggestions based on what has been heard - for example in response to reading/ watching an experiment. • I can speak clearly when talking in class. • I can show increasing confidence when speaking in grammatically correct sentences. • I know when it is my turn to speak 	<p>imagining, and exploring ideas.</p> <ul style="list-style-type: none"> • I can speak audibly and fluently with an increasing command of Standard English • I am able to confidently describe my immediate world and environment. • I can talk in detail about myself clearly and confidently. • I can retell simple stories / recounts in more detail. • I can confidently gain, maintain, and monitor the interest of the listener (s). • I can remain focused on a conversation when not directly involved and recall most of the main points when questioned. • I can continue to offer ideas and suggestions based on what has been heard - for example in response to reading/ watching an experiment. • I can continue to speak clearly when talking in class. • I can speak in grammatically correct sentences. • I know when it is my turn to speak in a simple 	<p>fluently with an increasing command of Standard English.</p> <ul style="list-style-type: none"> • I can begin to gain, maintain, and monitor the interest of the listener (s). • I can select and use appropriate registers for effective communication. • I can begin to develop ideas and feelings through sustained talk. • I can start to organise what I want to say so that it is clear to the listener. • I can begin to give descriptions, recall events / stories / recount experiences with some added detail to engage the listener. • I can attempt to show through the contributions made and questions asked that I have followed a conversation. • I can begin to develop ideas and expand on these building on what others say. • I can begin adapt these ideas in light of new information. • I can start to show signs that I am able speak to a 	<p>increasing command of Standard English.</p> <ul style="list-style-type: none"> • I can gain, maintain, and monitor the interest of the listener (s). • I can confidently select and use appropriate registers for effective communication. • I can develop ideas and feelings through sustained talk. • I can organise what I want to say so that it is clear to the listener. • I can give descriptions, recall events / stories / recount experiences with some added detail to engage the listener. • I can show through the contributions made and questions asked that I have followed a conversation. • I can develop ideas and expand on these building on what others say. I can adapt these ideas in light of new information. • I can speak to a wider audience e.g. whole school in assembly. • I can adapt my speaking style to suit the audience. 	<ul style="list-style-type: none"> • I can speak audibly and fluently with an increasing command of Standard English. • I consistently gain, maintain, and monitor the interest of the listener (s). • I can continue to confidently select and use appropriate registers for effective communication. • I can begin to talk about feelings, thoughts, and ideas with some detail to make meaning explicit. • I can start to show present information clearly and in an appropriate form to the listener. • I can begin to plan and present information verbally selecting the appropriate format and style to match the purpose. • I can show signs that I am able to sustain a long conversation about a given topic. • I can start to summarise another person’s contribution to a discussion adding their own interpretation / opinion based on 	<p>command of Standard English.</p> <ul style="list-style-type: none"> • With accuracy and fluency, I gain, maintain, and monitor the interest of the listener (s). • I can consistently select and use appropriate registers for effective communication. • I can thoroughly talk about feelings, thoughts, and ideas with some detail to make meaning explicit. • I can confidently present information clearly and in an appropriate form to the listener. • I can plan and present information verbally selecting the appropriate format and style to match the purpose. • I can accurately sustain a long conversation about a given topic. • With confidence, I can summarise another person’s contribution to a discussion adding their own interpretation / opinion based on what has been heard. • I can offer ideas and support these with reasoning. 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<p>order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played).</p> <ul style="list-style-type: none"> • Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and 	<p>in a simple presentation / discussion.</p> <ul style="list-style-type: none"> • I can take part in role-play to find out about different characters and situations. • I can start to take different roles in a drama / role-play to explore how others felt about a character's actions. • I can begin to show that I can speak clearly so that the listener can hear what is said. • I can begin to organise my thoughts into sentences before expressing them. • I can begin to select words which add interest or detail. • I am beginning to understand that different people have different ideas / responses and recognise that these are as valuable as my own. • I can start to notice how different speakers talk and consider why this might be the case. • I can begin to select and use appropriate registers for effective communication. 	<p>presentation / discussion.</p> <ul style="list-style-type: none"> • I have continued to show that I know when it is my turn to speak in a simple presentation / discussion. • I can continue take part in role-play to find out about different characters and situations. • I can take different roles in a drama / role-play to explore how others felt about a character's actions. • I can speak clearly and confidently so that the listener can hear what is said. • I can organise my thoughts into sentences before expressing them. • I can select words which add interest or detail. • I know that different people have different ideas / responses and recognise that these are as valuable as my own. • I notice how different speakers talk and consider why this might be the case. • I can select and use appropriate registers for 	<p>wider audience e.g. whole school in assembly.</p> <ul style="list-style-type: none"> • I can begin to adapt my speaking style to suit the audience. • I can start to prepare and present information orally. • I can begin to participate in discussions by listening to others and building on from what has been said. • I can begin to participate in drama, improvisation, and role-play activities— showing an understanding of a character by choice of vocabulary to indicate feelings and emotions. • I can start to adapt my language, tone, and style to suit the purpose of the listener. • I can begin to plan talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener. • I am beginning to take account of the viewpoints of others when building own arguments and offering responses. 	<ul style="list-style-type: none"> • I can prepare and present information orally. • I can participate in discussions by listening to others and building on from what has been said. • I can participate in drama, improvisation, and role-play activities— showing an understanding of a character by choice of vocabulary to indicate feelings and emotions. • I can adapt my language, tone, and style to suit the purpose of the listener. • I can plan talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener. • I take account of the viewpoints of others when building own arguments and offering responses. • I am beginning to adapt suitable styles of delivery dependent on task / audience. • I can recognise how language choices vary in different situations. 	<p>what has been heard.</p> <ul style="list-style-type: none"> • I can begin to offer ideas and support these with reasoning. I am prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus. • I can articulate thoughts clearly when presenting to a range of audiences. • I can begin to adopt a formal / informal tone as appropriate to the situation. • I can present information in a variety of ways to a range of audiences. • With increasing confidence, I take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused. • I am beginning to be able to perform to wider audiences combining words, gestures, and movement. • I can begin to participate in 	<p>am prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus.</p> <ul style="list-style-type: none"> • I can clearly articulate thoughts clearly when presenting to a range of audiences. • I can adopt a formal / informal tone as appropriate to the situation. • Confidently, I can present information in a variety of ways to a range of audiences. • Consistently, I take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused. • Confidently, I can perform to wider audiences combining words, gestures, and movement. • I can participate in debates, following appropriate etiquette, and conventions. • I am aware of the listener and adapt
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<p>recreate roles and experiences in play situations.</p> <ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. • Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 		<p>effective communication.</p>	<ul style="list-style-type: none"> • I am beginning to adapt suitable styles of delivery dependent on task / audience. • I am beginning to recognise how language choices vary in different situations. 		<p>debates, following appropriate etiquette, and conventions.</p> <ul style="list-style-type: none"> • I can show signs that I am aware of the listener and adapt talk to maintain the listener's interest. • I can express and explain relevant ideas with some elaboration to make meaning explicit. • I can show signs that I can maintain control and effective organisation of a talk to guide the listener. • I can begin to adapt vocabulary, grammar, and non-verbal features to maintain listener's interest. • I can start to make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions. • I can begin to explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk 	<p>talk to maintain the listener's interest.</p> <ul style="list-style-type: none"> • I can express and explain relevant ideas with detailed elaboration to make meaning explicit. • I can maintain control and effective organisation of a talk to guide the listener. • I can adapt vocabulary, grammar, and non-verbal features to maintain listener's interest. • I can make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions. • I can explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk
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