

Rawmarsh Ryecroft Infants School – Progression in Speaking and Listening



Spoken Language- National Curriculum

The national curriculum reflects the importance of spoken language in pupils' development across the whole curriculum- cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. 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. 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.

Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Children must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy misconceptions. Pupils should be taught to understand and use the conventions for discussion and debate.

Spoken Language Statutory Requirements Y1-Y2 (from NC). These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils.

Pupils should be taught to:

- 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 (see below for progressive activities).
- Gain, maintain and monitor the interest of the listener.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

EYFS Early Learning Goals:

- Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Communication and Language: Speaking- 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.

Early Years Communication and Language

Progression of skills - EYFS

Physical



- To speak audibly so they can be heard and understood
- To use gestures to support meaning in play

Linguistic



- To use talk in play to practice new vocabulary
- To join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Cognitive



- To use 'because' to develop their ideas
- To make relevant contributions and asks questions
- To describe events that have happened to them in detail

Social and Emotional



- To look at someone who is speaking to them
- To take turns to speak when working in a group

Teaching Ideas

- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully.
E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!'
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'
- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

Experiences

- To speak to a partner during whole class teaching
- Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.
- Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
I agree with / I disagree	It's the same because	It's the same/different...because	I think it will...
I think....	It's different because	They / we both have...	This will.....because
I don't think....	This is... and that is....	Altogether we / I have	I know that...
It will....because		I know... because	
I like the way....		It looks / smells / feels / tastes / sounds like...	

FOUNDATION STAGE PROGRESSION				
	Milestone 1	Milestone 2	Milestone 3	Milestone 4
	30-50 months	40-60 months	Good level of development	Exceeded
Listening	Listen to and follow instructions Listens to others in a small group when interested. Listens to stories with increasing recall and joins in repeated refrains. Can follow simple directions.	Concentrate and main attention Can maintain concentration and sit quietly during an activity. Can listen for a short time.	Pay attention in a range of situations Listens attentively in a range of situations, responding to what others say even when engaged in an activity. When listening to stories can anticipate key events and respond to what they hear.	Listen carefully and ask a sensible question about what has been said Follows verbal instructions with no further support. Listens for sustained periods and can ask sensible questions about what they have heard. Can summarise what they have been told. Can follow a three-way conversation.
Understanding	Respond to simple instructions and understand 'how' and 'why' questions Shows an understanding of prepositions and the use of objects. Beginning to understand how and why questions.	Understand humour and follow a story Laughs and smiles at stories they hear, if appropriate. Can follow a story without pictures. Responds to two-part instructions.	Follow instructions involving several actions and answer 'how' and 'why' questions Can answer questions about own experience. In response to stories/events, can follow instructions involving several actions.	Repeat accurately what has been said to them Accurately repeats what they have heard. Can carry out complex instructions. Responds to informative detail when listening, showing confidence with the subject matter.
Speaking in sentences	Use the conjunctions 'and' and 'because' to join ideas together in sentences Can use more detail in sentences to link ideas (and, because). Can explain what is happening and what might happen next. Asks questions. Uses talk in pretend play. Uses intonation, rhythm and phrasing.	Concentrate and main attention Can use talk to organise, sequence and clarify thinking, ideas, feeling and events. Can introduce a narrative into their play. Links statements and sticks to a main theme.	Develop a narrative and connect ideas and feelings Can express themselves effectively, showing an awareness of the listener. Can develop narratives and explanations by connecting ideas and events.	Present and explain ideas using sentences and questions Presents using complete sentences or questions. Can stand up and tell others, in detail, about something that has happened to them.
Speaking: vocabulary	Use vocabulary focussed on objects or people that are important to them Can use a range of tenses. Demonstrates a growing vocabulary that reflects the breadth of their experiences.	Extend vocabulary by grouping and naming new words. Can group words, exploring the meaning and sounds of new words.	Use past, present and future forms accurately when talking about events Can use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Use a wider range of vocabulary, which includes specific words relating to the topic being studied Connects ideas using the correct tense. Uses a wide range of vocabulary which includes words specifically related to a topic. Adds detail and shows awareness of the listener.

Progression of skills – Year 1

Physical



- To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.
- To speak clearly and confidently in a range of contexts

Linguistic



- To use vocabulary appropriate specific to the topic at hand
- To take opportunities to try out new language, even if not always used correctly.
- To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'
- To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

Cognitive



- To offer reasons for their opinions
- To recognise when they haven't understood something and asks a question to help with this.
- To disagree with someone else's opinion politely.
- To explain ideas and events in chronological order.

Social and Emotional



- Listens to others and is willing to change their mind based on what they have heard
- To organise group discussions independently of an adult.

Teaching Ideas

- Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.
- Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.
- Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
- Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

Experiences

- To take part in small group discussions without an adult.
- To be filmed speaking and use this for reflection
- To speak in front of a larger audience e.g. during an assembly.

Year 1 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
Yes / no because...	They are the same / different because... is and is	Ibecause	I think... because
I don't like / do like...because	They are alike because they are both.....	When Ibecause	I predict...
I agree / disagree with...		It is and....	I think....will happen because
It is right / wrong because...		It is a/an (adjective) (noun)	I know that
I think / don't think that...		After I.....	

Progression of skills – Year 2

Physical



- To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.

Linguistic



- To adapt how they speak in different situations according to audience.
- To use sentence stems to signal when they are building on or challenging others' ideas.

Cognitive



- To ask questions to find out more about a subject.
- To build on others' ideas in discussions.
- To make connections between what has been said and their own and others' experiences.

Social and Emotional



- To start to develop an awareness of audience e.g. what might interest a certain group.
- To be aware of others who have not spoken and to invite them into discussion.
- Confident delivery of short pre-prepared material.

Teaching Ideas

- Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.
- Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Use hot-seating and question tennis to develop pupils' questioning skills.
- Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.
- Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.

Experiences

- Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.
- Participate in a short 'show and tell' session.

Year 2 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
Yes / no because...	They are the same / different because... is and is	Ibecause	I think... will happen because
I don't like / do like...because	They are alike because they are both.....	When Ibecause	I predict...because
I agree / disagree with...	They are similar because	It is and....	I know that
It is right / wrong because...	They are different because	It is (adjective) (noun)	
I think / don't think that...		After / Before I.....	
I believe...			
I think that...			
In my opinion...			
However...			
Also....			

YEAR 1/2 PROGRESSION

YEAR 1/2 PROGRESSION										
	Milestone 1 Year 1		Milestone 2 Year 1		Milestone 3 Year 1	Milestone 4 Year 2		Milestone 5 Year 2	Milestone 6 Year 2	
Narrative Talk	Use conventions such as 'In the beginning...' and 'Once upon a time'		Listen to a story and join in with actions.		Experiment with familiar phrases associated with well known stories in their own stories.	Lets listener know where and when the story is set.		Repeat chunks of a story they know well using story language.	Use different voice for different characters.	
Example In a role play situation re-enacting 'Billy Goats Gruff' was heard to start by saying 'A long time ago.'		Example When listening to the story of 'Going on a Bear Hunt' joins in with actions such as 'swish, swishing' and 'over and under'.		Example In their own re-enacted story was heard to say 'run, run as fast as you can'.	Example When relating their stories uses terms like yesterday, last week, today as well as specific names of places, including towns.		Example When retelling the story of 'The Owl Who Was Afraid of the Dark' they use terms such as 'In the deep, dark wood'.	Example Has successfully been able to use a 'gruff' voice for the bad character and a pleasant voice for the hero or heroine.		
	Milestone 1 Year 1	Milestone 2 Year 1	Milestone 3 Year 1	Milestone 4 Year 1	Milestone 5 Year 2	Milestone 6 Year 2	Milestone 7 Year 2	Milestone 8 Year 2		
Persuasive Talk	Express feelings and ideas when speaking about matters of immediate interest.	Listen to what others in group suggest and then say what they do and do not agree with.	Respond to what has been heard, making comments and asking questions.	Show awareness of the needs of the listener, gaining the listener's attention before commencing.	Recognise the need to take equal turns in a group situation.	Use non-fiction books to find the answer to a simple question that concerns them.	Begin to distinguish between fact and opinion.	Know how to change voice when presenting something to the whole class.		
Example Talks excitedly about playing on the iPad and explains why they are good at a certain game.	Example When deciding who is to play different roles in the post office is happy to give opinion about who should and should not be the post person.	Example After listening to a talk by the community police asks a question about what they do with the people they catch doing anything wrong.	Example When discussing which toy they like the best, waits until someone has finished speaking before offering own opinion.	Example Although they have many questions to ask a group of grandparents, shows patience because others have not had a turn.	Example When discussing whether we should use aeroplanes to travel is happy to research information about fuel consumption.	Example Knows that statements like 'Ronaldo' is the best footballer in the world is opinion not fact.	Example When taking on the role of Cinderella is able to demonstrate joy and sorrow through their voice.			

Taking and giving instructions Talk	Milestone 1 Year 1	Milestone 2 Year 1	Milestone 3 Year 1	Milestone 4 Year 1	Milestone 5 Year 1	Milestone 6 Year 1	Milestone 7 Year 2	Milestone 8 Year 2	Milestone 9 Year 2	Milestone 10 Year 2	Milestone 11 Year 2
	Contribute to class composition of instructions with teacher scribing. Example When talking about how to get from their classroom to the hall were happy to offer suggestions for the teacher to write down.	Think out and give clear single oral instruction. Example When going on a hunt for the dinosaur's egg were happy to say, 'Go straight ahead until you reach the tree.'	Give instructions with authority Example When role playing a police person, confidently told others to move out of the way because an ambulance was about to arrive.	Follow a two or three part instruction appropriately. Example When tidying up after painting followed the instruction, 'take your painting to the table and then take your brush to the sink.'	Listen carefully when instructions are given. Example After the introduction, listened patiently to the teacher and knew exactly what they had to do as a result.	Know the difference between an instruction and a sentence. Example Know that most instructions start with a word or phrase, e.g., 'Will you...'; Go and...'	When receiving instructions will ask for clarification if they are unsure. Example When asked to consider what a historical artefact might be used for, was quick to ask if they had to use the internet or just make a guess.	Focus on the person/people they are giving instructions to. Example When working in a small group was quick to make eye contact with the person that was being addressed.	Use appropriate intonation when giving instructions. Example When asking another member of the group to do a task was able to convey the instruction clearly but in a pleasant and positive way.	Use appropriate words associated With instructions, e.g., Will you follow the... Example Know that imperative verbs are frequently used when giving instructions.	Ensure instructions follow one another in sequence. Example When explaining to others about how to make a cake, was careful in explaining the steps and ensured that the instructions followed each other in the correct order.
Discussion Talk	Milestone 1 Year 1		Milestone 2 Year 1		Milestone 3 Year 2		Milestone 4 Year 2		Milestone 5 Year 2		
	Talk about how different characters might think, feel and react differently from themselves and from each other. Example Able to respond with comments like, 'If I were Goldilocks, I would have tasted the porridge, because.....		Through talk and role play explore how others might think, feel and react differently from themselves and from each other. Example Able to show in their role play that a familiar story might have a different ending.		Through discussion, be prepared to explore different views and viewpoints. Example Explains that they might have gone through the woods to deliver grandma's food but acknowledges that their friend may not have.		Know that views and responses will vary greatly according to whose point of view is being looked at. Example During a discussion about who should win the cup on Saturday, appreciates that someone supporting a team will always put forward why that team will win.		Through discussion and in life situations, recognise, that different people (characters) have different thoughts/feelings Example Discuss that in certain circumstances it may be alright to do something that may at first seem wrong, e.g. go into a cottage because they were tired and hungry.		
Explanation Talk	Milestone 1 Year 1			Milestone 1 Year 2			Milestone 1 Year 2				
	Explain their own or another's motives; why and how they made a construction. Example Could explain why they had built their house in the way they did and provided a plausible explanation.			Make specific vocabulary choices and use non verbal features to engage listener. Example When discussing why they would prefer their own toys rather than their grandparents' toys, they use their body language to add to their expressions.			Recount experiences giving some detail and use descriptive language. Example After their visit to the zoo, were able to explain certain features, such as why the penguins needed the type of habitat they had and why it was very hot in the reptile house.				

Reasoning Talk	Milestone 1 Year 1		Milestone 2 Year 2		Milestone 3 Year 2		Milestone 4 Year 2	
	Talk about own experience in an audible voice using sequencing words and phrases such as 'then','after that'; listen to other's recounts and ask relevant questions. Example After a visit to the farm were able to talk about what they did in the order it happened using terms such as, 'first we..' and 'after that we...' Similarly were able to correct others when their sequence was not correct.		During personal recounts begin to recognise generic structure, e.g. ordered sequence of events, use of words: first, next, after, when. Example After a visit to the mayor's office were able to recount in correct order exactly what they did and used words like; 'first', 'next' and 'finally'.		Try to hear and consider the different preferences/ interests in the group Example Were happy to hear the different points of view of others in the group with respect to their preferences about a favourite animal after a zoo visit.		Make a helpful contribution when speaking in turn. Example Waited patiently for their turn when discussing why Florence Nightingale was still well known today. Started to show ability to build on what the previous speaker had said.	
Negotiation Talk	Milestone 1 Year 1		Milestone 2 Year 1		Milestone 3 Year 2		Milestone 4 Year 2	
	Expect to be listened to when they have something to say. Example When explaining why they thought the wolf was not all bad, were quick to stop when a few were not paying attention and then continue again later.		Know to listen when someone else is saying something. Example During a discussion about toys old and new, were happy to stay quiet when another was offering a point of view.		Listen to and build on the previous speakers' contribution. Example When talking about what they enjoyed about their visit to the 'Deep', was quick to build on the information about the octopus which had been mentioned earlier by another.		Know how to vary talk to hold listeners attention. Example When discussing why the Queen will be succeeded by Prince Charles, is quick to recognise pupils who may need more information and therefore adapts their talk.	
Generic Talk	Milestone 1 Year 1		Milestone 2 Year 2		Milestone 3 Year 2		Milestone 4 Year 2	
	Know how to focus their talk appropriately by not shouting or by not mumbling or talking too faintly. Example Show excellence in: • Taking turns; • Not shouting out; • Listening to others.		Consider and comment constructively on the performance of others. Example Show sensitivity in: • Being constructive not destructive when evaluating the performance of others; • Being honest but sensitive.		Respond to presentations by describing and repeating some of the main points. Example Show consideration by: Giving examples of what was said; Giving praise where it's due.		Think of a range of questions to ask a visitor or when on a visit. Example When preparing to go to the zoo, puts together a range of questions they would want to know the answers to.	