



Aiming High, Achieving Together

Progression of Skills & Knowledge: English Speaking and Listening

Skills	Year R	Year 1	Year 2	Year 3
Listening Skills Children should:	Understand how to listen carefully and why listening is important. (C&L) Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating (alternate aspect). e.g character, settings, object (C&L)	Listen to others in a range of situations and usually respond appropriately	Listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group	Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers
Following Instructions Children should:	Follow two-part instruction and question to clarify. (C&L)	Understand instructions with more than one point in many situations	Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear Attempt to follow instructions before seeking assistance	Follow instructions in a range of unfamiliar situations Recognise when it is needed and ask for specific additional information to clarify instructions
Asking and Answering Questions Children should:	Listen to, talk about and respond to stories (rhymes and songs) with questions (C&L) Listen to, talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions (C&L, LIT)) Follow two-part instruction and question to clarify (C&L) Question why things happen (UTW)	Begin to ask questions that are linked to the topic being discussed Answer questions on a wider range of topics (sometimes may only be one-word answers)	Show that they are following a conversation by asking relevant and timely questions Answer questions using clear sentences Begin to give reasoning behind their answers when prompted to do so	Ask questions that relate to what has been heard or what was presented to them Begin to offer support for their answers to questions with justifiable reasoning

Drama, Performance and Confidence Children should:	Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating (alternate aspect). e.g character, settings, object (C&L) Listen to and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others (EAD)	Speak clearly in a way that is easy to understand Speak in front of larger audiences, e.g. in a class assembly, during a show and tell session Know when it is their turn to speak in a small group presentation or play performance Take part in a simple role play of a known story	Speak confidently within a group of peers so that their message is clear Practise and rehearse reading sentences and stories aloud Take on a different role in a drama or role play and discuss the character's feelings Recognise that sometimes speakers talk differently and discuss reasons why this might happen	Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers Speak regularly in front of large and small audiences Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions
Vocabulary Building and Standard English Children should:	Talk about, describe and explain elements of a topic using newly introduced vocabulary (C&L, UTW) Use vocabulary from stories, rhymes, poetry and non-fiction books (C&L, LIT)	Use appropriate vocabulary to describe their immediate world and feelings Think of alternatives for simple vocabulary choices Start to use subject- specific vocabulary to explain	Start to use subject- specific vocabulary to explain, describe and add detail Suggest words or phrases appropriate to the topic being discussed Start to vary language according to the situation between formal and informal Usually speak in grammatically correct sentences	Use vocabulary that is appropriate to the topic and/or the audience 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 Discuss topics that are unfamiliar to their own direct experience
Speaking for a Range of Purposes Children should:	Offer extra explanation (reasoning) and description (detail) in topic, regarding feelings and in response to texts, art and music (C&L, PSED, LIT, UTW, EAD) Solve problems (reasoning) including position (UTW- Geographical skills and fieldwork) Compare similarities and differences in relation to places (features), objects, materials and living things (UTW)	Organise their thoughts into sentences before expressing them Be able to describe their immediate world and environment To retell simple stories and recounts aloud	Talk about themselves clearly and confidently Verbally recount experiences with some added interesting details Offer ideas based on what has been heard	Organise what they want to say so that it has a clear purpose Begin to give descriptions, recounts and narrative retellings with added details to engage listeners

Participating in Discussion Children should:	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG L&A) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG L&A)	Recognise when it is their turn to speak in a discussion Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas	Give enough detail to hold the interest of other participant(s) in a discussion Engage in meaningful discussions that relate to different topic areas Remain focused on a discussion when not directly involved and be able to recall the main points when questioned	Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation Take account of the viewpoints of others when participating in discussions
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