



Holy Trinity CE (VA) Primary School
'Aim High, Let Your Light Shine' - Matthew 5:16

Speaking and Listening Progression - 2024

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Subject Lead: Sarah Chaloner

Review: 2025

The National Curriculum clearly states '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.' At Holy Trinity CE Primary school, we want to give our children the ability to communicate effectively, and confidence in their skills in speaking and listening, so that they can apply these skills and knowledge across the curriculum to debate, discuss, take on roles, ask and answer questions, listen and enjoy conversing. Our aim is for pupils to be the best version of themselves, so we encourage and support our children to be competent and confident in speaking and listening – to make formal presentations, to converse on different levels, to learn poetry and participate in debate.

Curriculum Expectations: We follow the National Curriculum expectations for spoken language and expect that our pupils will have met or exceeded the expected standards for Year 6 pupils. Our curriculum extends to expectations in Year 7, both nationally and for our local secondary schools, to support transition.

Links with reading and writing	Discussion of texts – elaborate responses, share ideas, articulate opinions, listen to others
	Learn poetry – recite by heart, using intonation, pace, awareness of the audience
	Model writing through oral rehearsal
	Use role play, acting to plan, rehearse and organise writing ideas
	Use peer support to review writing and reading – share ideas, improve, edit
	Debate – use discussion to take on roles, debate in role, research and present

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Listen and respond appropriately to adults

<p>Is able to switch attention from play to an adult with a prompt.</p> <p>Can sit and listen to an adult and know this is important.</p> <p>Can follow 1 and 2 step instructions e.g. collect your coat and your water bottle</p>	<p>Demonstrates attentive listening and can express simple views on a subject.</p> <p>Consistently understands simple 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag, and put it in the hoop. *Note understanding of routine and nonroutine instructions</p>	<p>Listens to others and is beginning to summarise some of the main points. Understands complex 2-to-3-part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why.</p>	<p>Listen and respond to others making connected comments and is beginning to extend the points made by others.</p>	<p>Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates.</p>	<p>Listen and respond to others and make contributions which add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking.</p>	<p>*Listens attentively to ideas and responds appropriately with positive comments, observant suggestions, and challenges.</p> <p>*Notice and comment not only on what is said, but how it is said</p>
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Maintain attention and participate actively in collaborative discussions

Is able to look at the speaker for a sustained period of time. Can sit without excessive movement to show attention.	Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others.	Can sustain the attention of the listener e.g. will use eye gaze and ask questions to involve and engage others.	Can keep talk purposeful and stay on topic and is beginning to use gestures and intonation to further meaning.	Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.	Will stay on topic and is beginning to be more selective about how much and which details to include in order to keep the listener interested. (*Note: the listener may not always be willing/on task even though the speaker exhibits all of the above)	Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect).
Ask relevant questions to extend understanding and knowledge						
Can ask and understand simple questions - Who? What? Leading to why? Understand what a question is.	Will extend their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...?	Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did...?	Will ask relevant questions in a widening variety of situations e.g. I:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc.	Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately.	Is able to pose increasingly thoughtful questions to both their peers and to adults	Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.
Consider and evaluate different viewpoints						
Can listen to what someone else says in play or in an adult led activity. Start and continue a conversation with a peer.	Responds to what they hear with relevant comments.	Recognises that there are other viewpoints. Make a simple comment in response to others' viewpoints and say whether they agree or disagree and why.	Can listen to others' views and preferences, agree next steps to take, and consider alternatives e.g. "That didn't work. Why don't we try...?"	Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why	Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.	Interpret and respond to different viewpoints by building on contributions of others and formulating questions to deepen understanding.
Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively						
Speaks in well-formed sentences which are audible and clear (although some children may show some early SALT difficulties which with support can be improved)	Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities').	Use speech that is consistently easy to understand and clear. Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when	Speaks clearly using more sophisticated language to explain, justify and relay information.	Can speak clearly and fluently about a range of events. Uses complex sentences to communicate clearly and explain further.	Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc.	Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations.

Starts a conversation with an adult in an appropriate way. Use connectives in speech. Develops social phrases to use in context. Develops pronunciation of polysyllabic words through modelling. Begins to use correct tenses.	Uses a more formal tone with the adults in school.	Knows that they need to use different styles of talk with different people e.g. friends (yeah, nice one, na) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc.	With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor, presenting an argument to persuade the Head Teacher, expressing an opinion in a debate.	In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.	Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly	In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal)
Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)						
Recite a short rhyme in song or as a poem. Learn simple traditional rhymes and poems as a class / group. Retell a story – following deep familiarity including repeating phrases.	Recite some simple rhyme and traditional poems by heart. Recite in a group.	Recite some rhyme and traditional poems by heart. Recite individually and begin to use appropriate tone and pace.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
Use relevant strategies to build vocabulary						
Begins to use new words heard in story or modelled by adults.	Select specific words to make the meaning clearer.	*Ask for the meaning of unknown words. *Use newly introduced topic words appropriately in a sentence.	Use newly introduced topic words and more adventurous vocabulary appropriately	Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. e.g. "I used sprinted instead of ran because it tells you more."	Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates	Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument.
Articulate and justify answers, arguments and opinions						
Use talk to help solve problems in play and activities – explain how things work.	Use language to express opinion and explain e.g. "I want to go and build a snowman because it's snowing and it's fun."	Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again."	Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.	Articulate and justify opinion on a character, event or situation in response to a question or prompt.	Articulate clearly and justify more complex opinions and answers about a character, event or situation.	Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others.

Give well-structured descriptions, explanations and narratives for different purposes						
Retell simple and repeated stories in role play, or with puppets. Use of picture prompts to support. Use character names and words from the story.	Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing	Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts e.g. I liked this because...	Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts e.g. I liked this because...It reminded me of...	Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation.	Presents information or personal feelings coherently selecting memorable details including specific vocabulary.	Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas						
Uses language appropriate to imaginative play, responding to a stimulus.	Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation	Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences.	Is able to explore and imagine feelings within both story and real-life settings. Will express views and feelings and is showing the confidence to speculate on a range of possible outcomes	Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).	Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect.	Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real-life situations.
Participate in discussions, presentations, performances, role play/improvisations & debates						
Use talk to organise themselves in play - including role play.	Use character voices in context	Is able to work in role and take on some of the characteristics and/or the voice of the character being played. Will extend simple roles by expressing emotions.	Can create and sustain a role for longer periods adding greater detail to a role/character.	Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement.	Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation.	Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively.
Is able to express a point of view and say if they disagree.	Contributes appropriately to discussions making comments relevant to the topic (at times response can be egocentric but with prompts will return to topic)	Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary.	Is able to present and structure information in different ways.	Presents information in a structured way and is able to use specific vocabulary.	Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific.	Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context.