

Heptonstall School – Speaking and Listening Progression Map

	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
YR	<ul style="list-style-type: none"> • <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. (ELG)</i> • <i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (ELG)</i> 	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • <i>Make comments about what they have heard and ask questions to clarify their understanding. (ELG)</i> 	<ul style="list-style-type: none"> • Use new vocabulary in different contexts 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • <i>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. (ELG)</i>
Y1	<ul style="list-style-type: none"> • Listen with sustained concentration to others in the class and to an adult speaking. • Follow a variety of simple instructions. 	<ul style="list-style-type: none"> • Ask relevant questions. 	<ul style="list-style-type: none"> • Experiment with and build new stores of words to communicate in different contexts 	<ul style="list-style-type: none"> • Listen to stories/non-fiction (including digitally) and express views about how it has been presented. • Discuss why they like a performance
Y2	<ul style="list-style-type: none"> • Identify points of interest when listening to a story told or broadcast. 	<ul style="list-style-type: none"> • Ask and answer relevant questions and suggest ideas to others. 	<ul style="list-style-type: none"> • Use spoken language to describe concepts out of their immediate world 	<ul style="list-style-type: none"> • Comment constructively on presentations.
Y3	<ul style="list-style-type: none"> • Identify in broadcasts some of the presentational features used to communicate the main points. 	<ul style="list-style-type: none"> • Sustain a conversation, asking relevant questions. 	<ul style="list-style-type: none"> • Develop and use specific vocabulary in different contexts 	<ul style="list-style-type: none"> • Compare and comment constructively on the success of different performances.
Y4	<ul style="list-style-type: none"> • Listen to a speaker and make simple notes on the talk. • Identify how talk varies with age, familiarity and purpose. 	<ul style="list-style-type: none"> • Respond appropriately to the contributions of other by asking questions. 	<ul style="list-style-type: none"> • Develop and use specific vocabulary in a wider variety of different contexts 	<ul style="list-style-type: none"> • Offer reasons and evidence for their views, considering alternative opinions.
Y5	<ul style="list-style-type: none"> • Sustain listening to different sources, making their own notes. 	<ul style="list-style-type: none"> • Identify different question types and evaluate their impact on the audience. 	<ul style="list-style-type: none"> • Use appropriate vocabulary to describe abstract concepts 	<ul style="list-style-type: none"> • Analyse and evaluate how effectively speakers use language to argue and persuade.
Y6	<ul style="list-style-type: none"> • Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose. • Listen for language variation in formal and informal contexts. 	<ul style="list-style-type: none"> • Use different question types that are appropriate for the purpose and audience. 	<ul style="list-style-type: none"> • Analyse and evaluate how speakers present points effectively through the use of language 	<ul style="list-style-type: none"> • Use the techniques of dialogic talk to explore ideas, topics or issues.

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	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 comment.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Speak audibly and fluently with an increasing command of Standard English.
YR	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG)</i> 	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG)</i> • <i>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG)</i> 	<ul style="list-style-type: none"> • Develop social phrases. 	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives.
Y1	<ul style="list-style-type: none"> • Retell stories, ordering events using story language. 	<ul style="list-style-type: none"> • Take turns as a speaker when working with others 	<ul style="list-style-type: none"> • Remember the main points of a story 	<ul style="list-style-type: none"> • Tell stories and describe incidents from their own experience in an audible voice.
Y2	<ul style="list-style-type: none"> • Explain ideas and processes using imaginative and adventurous vocabulary. 	<ul style="list-style-type: none"> • Take turns as a speaker and listener when working with others 	<ul style="list-style-type: none"> • - Retell a wider range of stories, fairy tales and traditional tales using conventions of familiar story language. 	<ul style="list-style-type: none"> • Speak clearly and audibly to a large group.
Y3	<ul style="list-style-type: none"> • Give a clear account/ explanation which is sustained and complete. 	<ul style="list-style-type: none"> • Use talk to plan and organise work in a group 	<ul style="list-style-type: none"> • Follow up others' points and show whether they agree or disagree in whole-class discussion. 	<ul style="list-style-type: none"> • Use formal language appropriately.
Y4	<ul style="list-style-type: none"> • Tell stories effectively and convey detailed information coherently for listeners. 	<ul style="list-style-type: none"> • Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor. 	<ul style="list-style-type: none"> • Comment constructively on plays, performances and presentations, discussing effects and how they are achieved. 	<ul style="list-style-type: none"> • Use a wider range of formal language appropriately.
Y5	<ul style="list-style-type: none"> • Tell a story using notes designed to cue techniques such as repetition, recap and humor. 	<ul style="list-style-type: none"> • Understand and make use of a variety of ways to support, challenge and accept criticism. • Plan and manage work in groups with minimum supervision. • Take different roles effectively, including leading the group. 	<ul style="list-style-type: none"> • Sustain and reflect on how different techniques for working in role help to explore complex issues. • Analyse the use of persuasive language. 	<ul style="list-style-type: none"> • Use standard English appropriately.
Y6	<ul style="list-style-type: none"> • Use a range of oral techniques to present persuasive arguments and engaging narratives. 	<ul style="list-style-type: none"> • Understand and use a variety of ways to criticise constructively and respond to criticism. 	<ul style="list-style-type: none"> • Consider examples of conflict and resolution, exploring the language used. 	<ul style="list-style-type: none"> • Use a wider range of standard English appropriately.

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	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.
YR	<ul style="list-style-type: none"> listen carefully and understand why listening is important. <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG)</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG)</i> 	<ul style="list-style-type: none"> Describe events in some detail. <i>Work and play cooperatively and take turns with others. (ELG)</i> 	<ul style="list-style-type: none"> Think about the perspectives of others. <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG)</i> 	<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities.
Y1	<ul style="list-style-type: none"> Use role play to explore situations. Act out their own and well known stories using voices for characters 	<ul style="list-style-type: none"> Use words to sequence and sustain talk. 	<ul style="list-style-type: none"> Listen in discussion by following up points with the support of an adult. 	<ul style="list-style-type: none"> Interpret a text by reading aloud with some variety in pace and emphasis.
Y2	<ul style="list-style-type: none"> Agree what to do in a group situation (e.g organising parts in a play). Use improvisations and work in role to explore characters 	<ul style="list-style-type: none"> Convey simple information showing awareness of what the listener needs to know. Consider how mood and atmosphere are created in live or recorded performances. 	<ul style="list-style-type: none"> Listen attentively in discussion by following up points with the support of an adult, agreeing or disagreeing with other speakers. 	<ul style="list-style-type: none"> Vary voice and intonation with purpose.
Y3	<ul style="list-style-type: none"> Use presentation techniques such as visual aids, gestures etc. Work in groups of different sizes, taking different roles. 	<ul style="list-style-type: none"> Perform plays to engage the interest of an audience in school. Use spoken language imaginatively, engaging the listener. 	<ul style="list-style-type: none"> Listen attentively in discussion by following up points, agreeing or disagreeing with other speakers. Improvise dialogue and events to interpret key ideas and issues. 	<ul style="list-style-type: none"> Choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.
Y4	<ul style="list-style-type: none"> Sustain group work over time, organising group members and resources. 	<ul style="list-style-type: none"> - Compare the effects of music, words and images of visual media. 	<ul style="list-style-type: none"> Create roles showing how behavior can be interpreted from different viewpoints. 	<ul style="list-style-type: none"> Choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.
Y5	<ul style="list-style-type: none"> Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language. Devise and perform a play for a specific audience. 	<ul style="list-style-type: none"> Use persuasive techniques deliberately to influence the listener. 	<ul style="list-style-type: none"> Organise and shape a talk, making connections between ideas and drawing on different points of view. Understand the process of decision making. Evaluate different aspects of a live performance, including characterisation, dramatic effects and suitability for different audiences. 	<ul style="list-style-type: none"> Identify the importance of some key differences between formal and informal spoken language.
Y6	<ul style="list-style-type: none"> - Participate in whole class debate using the conventions and language of debate, including standard English. 	<ul style="list-style-type: none"> Devise a performance considering how to adapt the performance for a specific audience. 	<ul style="list-style-type: none"> Negotiate and make decisions taking account of alternatives and consequences. 	<ul style="list-style-type: none"> Identify the ways spoken language varies according to differences in the context and purpose of its use.