



# Hagley Primary School Speaking and Listening Progression Grid

	<b>Statement 1</b> Listen and respond appropriately	<b>Statement 2</b> Ask relevant questions	<b>Statement 3</b> Vocabulary building strategies	<b>Statement 4</b> Articulate and justify answers/opinions	<b>Statement 5</b> Give well-structured descriptions /explanations/ narratives	<b>Statement 6</b> Participate actively in conversations	<b>Statement 7</b> Develop understanding through spoken language	<b>Statement 8</b> Speak audibly and fluently	<b>Statement 9</b> Participate in presentations, plays and debates	<b>Statement 10</b> Gain, maintain and monitor listener's interest	<b>Statement 11</b> Consider and evaluate different viewpoints	<b>Statement 12</b> Select and use appropriate registers
<b>EYFS</b>	<b>ELG: Listening, Attention and Understanding Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <b>ELG: Speaking Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>											
<b>Year 1</b>	Listen with sustained concentration to others in the class and to an adult speaking.  Follow simple instructions	Ask relevant questions	Experiment with and build new stores of words to communicate in different contexts.  Describe their immediate world	Listen to stories/non-fiction (including digitally) and express views about how it has been presented.  Discuss why they like a performance.	Retell stories, ordering events using story language.	Take turns as a speaker when working with others	Remember the main points of a story.	Tell stories and describe incidents from their own experience in an audible voice.	Use role play to explore situations  Act out their own and well known stories using voices for characters.	Use words to sequence and sustain talk.		Interpret a text by reading aloud with some variety in pace and emphasis.
<b>Year 2</b>	Identify points of interest when listening to a story told or broadcast	Ask and answer relevant questions and suggest ideas to others	Use spoken language to describe concepts out of their immediate world.	Comment constructively on presentations.	Explain ideas and processes using imaginative and adventurous vocabulary.	Take turns as a speaker and listener when working with others	Retell a wider range of stories, fairy tales and traditional tales using conventions of familiar story language.	Speak clearly and audibly to a large group.	Agree what to do in a group situation (e.g organising parts in a play)  Use improvisations and work in role to explore characters.	Convey simple information showing awareness of what the listener needs to know.  Consider how mood and atmosphere are created in live or recorded performances.		Vary voice and intonation with purpose.



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<b>Year 3</b>	Identify in broadcasts some of the presentational features used to communicate the main points	Sustain a conversation, asking relevant questions.	Develop and use specific vocabulary in different contexts.	Compare and comment constructively on the success of different performances.	Give a clear account/ explanation which is sustained and complete.	Use talk to plan and organise work in a group.	Follow up others' points and show whether they agree or disagree in whole-class discussion.	Use formal language appropriately.	Use presentation techniques such as visual aids, gestures etc.  Work in groups of different sizes, taking different roles.	Perform plays to engage the interest of an audience in school.  Use spoken language imaginatively, engaging the listener.	Listen attentively in discussion by following up points, agreeing or disagreeing with other speakers.  Improvise dialogue and events to interpret key ideas and issues.	Choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.
<b>Year 4</b>	Listen to a speaker and make simple notes on the talk  Identify how talk varies with age, familiarity and purpose.	Respond appropriately to the contributions of others by asking questions.	Develop and use specific vocabulary in different contexts.	Offer reasons and evidence for their views, considering alternative opinions.	Tell stories effectively and convey detailed information coherently for listeners.	Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor.	Comment constructively on plays, performances and presentations, discussing effects and how they are achieved.	Use formal language appropriately.	Sustain group work over time, organising group members and resources.	Compare the effects of music, words and images of visual media.	Create roles showing how behaviour can be interpreted from different viewpoints.	Choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.



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<b>Year 5</b>	Sustain listening to different sources, making their own notes.	Identify different question types and evaluate their impact on the audience.	Use appropriate vocabulary to describe abstract concepts.	Analyse and evaluate how effectively speakers use language to argue and persuade.	Tell a story using notes designed to cue techniques such as repetition, recap and humour.	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.	Sustain and reflect on how different techniques for working in role help to explore complex issues.  Analyse the use of persuasive language.	Use standard English appropriately	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.	Use persuasive techniques deliberately to influence the listener.  Understand the process of decision making.  Evaluate different aspects of a live performance, including characterisation, dramatic effects and suitability for different audiences.	Organise and shape a talk, making connections between ideas and drawing on different points of view.	Identify the importance of some key differences between formal and informal spoken language.
<b>Year 6</b>	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.	Use different question types that are appropriate for the purpose and audience.	Analyse and evaluate how speakers present points effectively through the use of language.	Use the techniques of dialogic talk to explore ideas, topics or issues.	Use a range of oral techniques to present persuasive arguments and engaging narratives.	Understand and use a variety of ways to criticise constructively and respond to criticism.	Consider examples of conflict and resolution, exploring the language used.	Use standard English appropriately	Participate in whole class debate using the conventions and language of debate, including standard English.	Devise a performance considering how to adapt the performance for a specific audience.	Negotiate and make decisions taking account of alternatives and consequences.	Identify the ways spoken language varies according to differences in the context and purpose of its use.