

## Speaking and Listening Progression

### Queen's Drive Infant School

**VISION:** To develop confident communicators, in order to use speaking and listening to access and enjoy the wider curriculum with resilience to support lifelong learning.

	EYFS	YEAR ONE	YEAR TWO
<b>ORACY AND VOCABULARY</b>	<p>Sentence stems used in developing reading and writing. See reading and writing progression documents.</p> <p>Vocabulary is taught through RWI texts focused vocabulary in EYFS and Year 1. Year 2 vocabulary developed from quality reading texts.</p> <p>Word aware delivered to teach vocabulary through topic and subject vocabulary.</p>		
<b>LISTENING SKILLS</b>	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	To listen to others in a range of situations and usually respond appropriately.	To 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.
<b>FOLLOWING INSTRUCTIONS</b>	To follow instructions involving several ideas or actions.	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance
<b>ASKING AND ANSWERING QUESTIONS</b>	<p>To ask appropriate questions of others. To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p>	<p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers)</p>	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers when prompted to do so.</p>
<b>DRAMA, PERFORMANCE AND CONFIDENCE</b>	<p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To speak confidently in a familiar group, will talk about their ideas.</p>	<p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To know when it is their turn to speak in a small</p>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role</p>

		<p>group presentation or play performance. To take part in a simple role play of a known story. To recite simple poems by heart.</p>	<p>play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen. To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>
<b>VOCABULARY BUILDING AND STANDARD ENGLISH</b>	<p>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.</p>	<p>To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.</p>	<p>To start to use subject- specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.</p>
<b>SPEAKING FOR A RANGE OF PURPOSES</b>	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	<p>To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.</p>	<p>To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.</p>
<b>PARTICIPATION IN DISCUSSIONS</b>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>