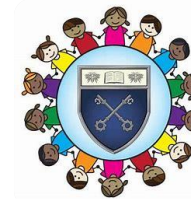




Longshaw Community Junior School

Success for all - nothing less



Speaking and Listening Progression Map

Outlined below is the progression in Speaking and Listening. This should be used alongside the English policy and year group schemes of work.

To listen carefully and understand		
KS1 Prior Learning	Year 3 & Year 4	Year 5 & Year 6
<ul style="list-style-type: none"> Take turns to talk, listening carefully to the contributions of others. Sift information and focus on the important points. Seek clarification when a message is not clear. Understand instructions with more than one point. Respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group. Answer questions using clear sentences. Begin to give reasoning behind their answers when prompted to do so. 	<ul style="list-style-type: none"> Engage in discussions, making relevant points. Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. Follow instructions in a range of unfamiliar situations. Recognise when it is needed and ask for specific additional information to clarify instructions. Generate relevant questions to ask a specific speaker/audience in response to what has been said. Begin to offer answers that are supported with justifiable reasoning. 	<ul style="list-style-type: none"> Understand how to answer questions that require more than a yes/no or single sentence response. Demonstrate active listening by justifying ideas or expanding on the ideas of others. Recognise and explain some idioms. Understand the meaning of some phrases beyond the literal interpretation. Make improvements based on constructive feedback of their listening skills. Follow complex directions/multi-step instructions without the need for repetition. Regularly ask relevant questions to extend their understanding and knowledge. Articulate and justify answers with confidence in a range of situations.
To develop a wide and subject-specific vocabulary		
KS1 Prior Learning	Year 3 & Year 4	Year 5 & Year 6
<ul style="list-style-type: none"> Use subject specific vocabulary to explain and 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. 	<ul style="list-style-type: none"> Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. Know and use language that is acceptable in formal and informal situations with increasing confidence. Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. 	<ul style="list-style-type: none"> Explain the meaning of words, offering alternatives. Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. Speak audibly, fluently and with a full command of Standard English in all situations. Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.
To speak with clarity and confidence		
KS1 Prior Learning	Year 3 & Year 4	Year 5 & Year 6

<ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Speak confidently to a group of peers so that they understand the message of what is being said. • Reflect on the clarity of the message given. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. 	<ul style="list-style-type: none"> • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. • Explain a project or concept to a group of peers. • Explain and develop ideas across the curriculum. • Reflect on the effectiveness of the explanation. • Discuss topics that are unfamiliar to their own direct experience. 	<ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Present an idea, topic or explanation to a group of peers. • Expand and justify ideas across the curriculum. • Reflect on the effectiveness of the explanation, expansion and justification. • Comment on the grammatical structure of a range of spoken and written accounts.
---	--	---

To present stories with structure		
--	--	--

KS1 Prior Learning	Year 3 & Year 4	Year 5 & Year 6
<ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. Take part in role play of a familiar story. 	<ul style="list-style-type: none"> • Bring stories to life with expression and intonation. • Respond appropriately when in role including basic improvisation, participating in focused discussion while remaining in character. • Discuss the language choices of other speakers and how this may vary in different situations. • Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. 	<ul style="list-style-type: none"> • Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story or presentation (fiction and non-fiction). • Interweave action, character descriptions, settings and dialogue in a performance. • Perform in improvised role play, group or class performances considering the effectiveness of delivery.

To hold conversations and debates		
--	--	--

KS1 Prior Learning	Year 3 & Year 4	Year 5 & Year 6
<ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Know that different people hold opinions that are different from our own. • Know that different language is appropriate in different situations (formal and informal) • Make contributions that are relevant to those that have come before. 	<ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Debate issues and make their opinions on a topic clear. • Seek clarification by actively seeking to understand others' point of view. • Respectfully challenge opinions or points, offering an alternative. • Vary language between formal and informal according to the situation. • To adapt their ideas in response to new information. 	<ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. • Add humour to a discussion or debate where appropriate. • Select appropriate language in a range of situations (formal or informal). • Articulate and justify arguments and opinions with

		<p>confidence.</p> <ul style="list-style-type: none">• Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.• Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.
--	--	--

*NB. Skills Progression has been adapted from the Chris Quigley Essentials Communications Curriculum and the National Curriculum statutory requirements.