

Ghost Hill Infant and Nursery School

Speaking & Listening Progression Document

Objective	Nursery	Reception	Year 1	Year 2
To listen and respond appropriately to adults and their peers	<p>To respond to simple instructions, e.g. to get or put away an object.</p> <p>To understand use of objects (e.g. “What do we use to cut things?”)</p> <p>To show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</p> <p>To listen to others one to one or in small groups, when conversation interests them.</p> <p>To listen to stories with increasing attention and recall</p> <p>To focus attention – still listen or do, but can shift own attention.</p> <p>To be able to follow directions (if not intently focused on own choice of activity).</p>	<p>To respond to instructions involving a two-part sequence.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To follow instructions involving several ideas or actions. (ELG)</p> <p>To maintain attention, concentrates and sits quietly during appropriate activity.</p> <p>To have two-channelled attention – can listen and do for short span.</p> <p>To listen attentively in a range of situations. (ELG: Comms & Lang- LAU)</p>	<p>To look at the person who is talking to them. (ASD)</p> <p>To follow instructions whilst busy with another task.</p> <p>To be able to follow 2 to 3 part spoken instructions e.g. get your coat, then choose a partner and line up by the door.</p> <p>To understand how or why questions</p>	<p>To understand complex 2 or 3 part instructions including more abstract/imaginative situations e.g. choose a character from one story, talk to your partner about how they feel at the end of the story.</p> <p>To understand the key points, they need to focus on in order to answer a question or follow an instruction.</p>
To ask relevant questions to extend their understanding and knowledge	<p>To question why things, happen and give explanations. To ask e.g. who, what, when, how.</p> <p>To begin to understand ‘why’ and ‘how’ questions.</p>	<p>To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. (ELG)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding; (ELG: Coms & Lang- LAU)</p>	<p>To understand and answer how, what, and why questions, with obvious, straight-forward answers</p>	<p>To ask lots of questions to find out specific information including how and why.</p> <p>To ‘dig deeper’ when questioning others to extend their knowledge.</p> <p>To respond appropriately to the answers to their questions.</p>
To use relevant strategies to build their vocabulary	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences</p>	<p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG: Coms & Lang – Speaking)</p>	<p>To understand that words can be put into categories e.g. animals, transport, characters.</p> <p>To recognise objects, characters and animals from a description.</p> <p>To use words more specifically to make their meaning clear.</p>	<p>To begin to choose from a range of imaginative and descriptive words in sentences.</p> <p>To be able to infer what a new word means by context.</p> <p>To be able to use classroom resources to support language choices.</p>

To articulate and justify answers, arguments and opinions.			To show that they can use language to reason and persuade e.g. 'I think...because...'	To use more complicated grammar including using different ways to join phrases to help explain and justify ideas/events or opinions e.g. because, so, then.
To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	To retell a simple past event in correct order (e.g. went down slide, hurt finger). To begin to use more complex sentences to link thoughts (e.g. using and, because).	To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG)	To list events with some detail. To retell favourite stories. To describe events. These may not always be joined together or in the correct order.	To describe their own experiences in detail and in the correct order. To tell a story with important key components in place. To use conjunctions to link their ideas together.
To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.		To hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG: Coms & Lang – LAU)	To start conversations with other people and join in with group conversations listening and responding to ideas expressed by others.	To take turns to talk, listen and respond in two-way conversations and groups.
To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.	To use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.

<p>To speak audibly and fluently with an increasing command of Standard English.</p>	<p>To use a range of tenses (e.g. play, playing, will play, played).</p>	<p>To express themselves effectively, showing awareness of listeners' needs. (ELG)</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG)</p> <p>To develop their own narratives and explanations by connecting ideas or events. (ELG)</p>	<p>To produce speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation of certain sounds and some grammatical errors.</p>	<p>To use speech that is usually clear and easily understood by others.</p> <p>To have a growing awareness of grammatically accurate Standard English.</p>
<p>To participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To introduces a storyline or narrative into their play.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; (ELG –Speaking)</p>	<p>To join in and organise role play with friends.</p> <p>To play cooperatively and pretend to be someone else talking.</p> <p>To re-tell favourite stories.</p>	<p>To use an imaginative range of descriptive words when engaged in role play.</p> <p>To use speech that is consistently clear and easy to understand when presenting to others.</p>
<p>To gain, maintain and monitor the interest of the listener(s).</p>			<p>To initiate conversations with others, understanding they need to look at the audience when they are speaking.</p> <p>To give details that they know are important and will influence the listener.</p>	<p>To begin to be aware of what the listener knows already and make checks while telling the story.</p> <p>To take turns to talk, listen and respond in two-way conversations and groups.</p>

<p>To consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>		<p>To listen and responds to ideas expressed by others in conversation or discussion.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity. (ELG)</p>	<p>To listen to others, taking account of their opinions.</p> <p>To take turns to speak to and with others.</p>	<p>To listen carefully to others, asking lots of questions to find out specific information including 'how' and 'why'.</p> <p>To begin to recognise and value the opinions of others.</p>
<p>To select and use appropriate registers for effective communication.</p>	<p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>To express themselves effectively, showing awareness of listeners' needs.(ELG)</p>	<p>To use words more specifically to make their meaning clear.</p> <p>To show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet.</p>	<p>To use the language that they hear other people using and begin to be aware of current peer language.</p> <p>To begin to understand that they need to use different styles of talk with different people.</p>