

St Peter's Speaking and Listening Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening skills	<p>Pupils can (ELGs):</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Pupils can:</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing taught GPCs.</p> <p>Read words containing -s, -es, -ing, -ed and -est endings.</p> <p>Read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>Pupils can:</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Accurately read most words of two or more syllables.</p> <p>Read most words containing common suffixes.*</p>	<p>Pupils can:</p> <p>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>Pupils can:</p> <p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>Pupils can:</p> <p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -fial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>Pupils can:</p> <p>Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Following instructions	<p>Pupils can (ELGs):</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an</p>	<p>Pupils can:</p> <p>Understand instructions with more than one point in many situations.</p>	<p>Pupils can:</p> <p>Fully understand instructions with more than one point in many situations and independently seek clarification when a</p>	<p>Pupils can:</p> <p>Follow instructions in a range of unfamiliar situations.</p>	<p>Pupils can:</p> <p>Follow complex directions/multi-step instructions without the need for repetition.</p>		

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	<p>ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>						
Asking and answering questions	<p>Pupils can (ELGs):</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Pupils can:</p> <p>Begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>Pupils can:</p> <p>Show that they are following a conversation by asking relevant and timely questions.</p> <p>Answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.</p>	<p>Pupils can:</p> <p>Ask questions that relate to what has been heard or what was presented to them.</p> <p>Begin to offer support for their answers to questions with justifiable reasoning.</p>	<p>Pupils can:</p> <p>Generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>Regularly offer answers that are supported with justifiable reasoning.</p>	<p>Pupils can:</p> <p>Ask questions which deepen conversations and/or further their knowledge.</p> <p>Understand how to answer questions that require more detailed answers and justification.</p>	<p>Pupils can:</p> <p>Regularly ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers with confidence in a range of situations.</p>

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Drama, performance and confidence	<p>Pupils can (ELGs):</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>Pupils can:</p> <p>Speak clearly in a way that is easy to understand.</p> <p>Speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>Know when it is their turn to speak in a small group presentation or play performance.</p> <p>Take part in a simple role play of a known story.</p>	<p>Pupils can:</p> <p>Speak confidently within a group of peers so that their message is clear.</p> <p>Practise and rehearse reading sentences and stories aloud.</p> <p>Take on a different role in a drama or role play and discuss the character's feelings.</p> <p>Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>Pupils can:</p> <p>Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>Speak regularly in front of large and small audiences.</p> <p>Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>Pupils can:</p> <p>Use intonation when reading aloud to emphasise punctuation.</p> <p>Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>Discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>Pupils can:</p> <p>Narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>Pupils can:</p> <p>Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Select and use appropriate registers for effective communication.</p>
Vocabulary and building standard English	<p>Pupils can (ELGs):</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Pupils can:</p> <p>Use appropriate vocabulary to describe their immediate world and feelings.</p> <p>Think of alternatives for simple vocabulary choices.</p>	<p>Pupils can:</p> <p>Use vocabulary that is appropriate to the topic and/or the audience.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words</p>	<p>Pupils can:</p> <p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Know and use language that is acceptable in formal and informal</p>	<p>Pupils can:</p> <p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Know and use language that is acceptable in formal and informal situations</p>	<p>Pupils can:</p> <p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Know and use language that is acceptable in formal and informal</p>	<p>Pupils can:</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Use adventurous and ambitious vocabulary in speech, which is always appropriate to</p>

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			<p>and phrases in their own talk.</p> <p>Discuss topics that are unfamiliar to their own direct experience.</p>	<p>situations with increasing confidence.</p> <p>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.</p>	<p>with increasing confidence.</p> <p>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.</p>	<p>situations with increasing confidence.</p> <p>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.</p>	<p>the topic, audience and purpose.</p> <p>Speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>Confidently explain the meaning of words and offer alternative synonyms.</p>
Speaking for a range of purposes	<p>Pupils can (ELGs):</p> <p>Make comments about what they have heard and ask questions to clarify their meanings.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Pupils can:</p> <p>Organise their thoughts into sentences before expressing them.</p> <p>Describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>Pupils can:</p> <p>Talk about themselves clearly and confidently.</p> <p>Verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>	<p>Pupils can:</p> <p>Organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>Pupils can:</p> <p>Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>Debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>	<p>Pupils can:</p> <p>Plan and present information clearly with ambitious added detail and description for the listener.</p> <p>Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>Pupils can:</p> <p>Communicate confidently across a range of contexts and to a range of audiences.</p> <p>Articulate and justify arguments and opinions with confidence.</p> <p>Give well-structured descriptions, explanations, presentations and narratives for different</p>

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	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <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>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read aloud simple sentences and books that are consistent</p>						<p>purposes, including for expressing feelings.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>

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	<p>with their phonic knowledge, including some common exception words.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Share their creations, explaining the processes they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>						

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Participating in discussion	<p>Pupils can (ELGs):</p> <p>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.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Pupils can:</p> <p>Recognise when it is their turn to speak in a discussion.</p> <p>Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>Pupils can:</p> <p>Give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>Engage in meaningful discussions that relate to different topic areas.</p> <p>Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>Pupils can:</p> <p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>Take account of the viewpoints of others when participating in discussions.</p>	<p>Pupils can:</p> <p>Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>Begin to challenge opinions with respect.</p> <p>Engage in meaningful discussions in all areas of the curriculum.</p>	<p>Pupils can:</p> <p>Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations.</p> <p>Engage in longer and sustained discussions about a range of topics.</p> <p>Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>Pupils can:</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>Offer an alternative explanation when other participant(s) do not understand.</p>