



## Progression of Skills in Speaking and Listening at MPS



### Intent

At MPS we want to develop high quality speaking and listening skills to ensure children are confident at listening and communicating with those around them. The ability to communicate is one of the most fundamental skills that a child can learn. Although communication may appear to be a natural development, if a child is to be able to engage fully with the curriculum, and to achieve the higher levels of written and spoken communication expected in the world today, they have to have these skills carefully nurtured.

Our aims in speaking and listening are for pupils to be taught to:

- Listen and respond appropriately to adults and their peers;
- Ask relevant questions to extend their understanding and knowledge;
- Use relevant strategies to build their vocabulary;
- Articulate and justify answers, arguments and opinions;
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- Speak audibly and fluently with an increasing command of Standard English;
- Participate in discussions, presentations, performances, role play, improvisations and debates;
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others;
- Select and use appropriate registers for effective communication.

### Implementation

At MPS approaches to teaching and learning encourage pupils to voice their ideas in small group and class discussions, as we recognise that sharing and explaining concepts with peers enhances learning. Staff model the use of higher level vocabulary within their speech and expanding children's vocabulary is a key focus from EYFS.

In Key Stages One and Two, speaking and listening forms a central part of the daily English lessons as well as in other areas of the curriculum. A rich variety of opportunities should be provided for children to use speaking and listening skills in a variety of forms for many purposes including to plan, hypothesise, reflect, role-play, question, criticise, work collaboratively, persuade, debate, argue, disagree, evaluate, explain, summarise, interview, report, describe, narrate, present, justify an opinion, recite and read aloud.

There are many opportunities for children to develop their speaking and listening skills outside of lessons including:

- Mickleover Talent Show
- Foundation Stage Christmas show;
- Christmas performance at Key Stage One;
- Lower Junior production; and
- Year 6 Leavers' production.
- Show and Tell Presentations



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In EYFS speaking is an essential part of teaching and learning in the Foundation Stage. Communication and Language forms one of the prime areas of learning and development in the Early Years Foundation Stage Curriculum. The Early Years is concerned with developing key skills of communication, language and literacy which will prepare children for Key Stage One so they are ready to access the National Curriculum. Every day, children are exposed to a wealth of opportunities to communicate thoughts, ideas and feelings and to build relationships with adults and peers. Adults working in the Foundation Stage should model good communication techniques including maintaining eye contact, listening and taking turns to speak. Children should have opportunities to develop sustained listening through story telling sessions. Show and tell is a good opportunity to build children's confidence in the early stages and to encourage good speaking and listening skills.

### Impact

Through the delivery of our Speaking and Listening curriculum all children at MPS will have the opportunity to develop a high level of vocabulary to communicate confidently in a range of contexts and for a variety of audiences. This will be evident in their spoken and written work. Children will leave MPS articulate, being able to listen and communicate in a range of situations ready for secondary school and in later employment.

Progression of skills	EYFS Children can:	Year 1 Children can:	Year 2 Children can:	Year 3 Children can:	Year 4 Children can:	Year 5 Children can:	Year 6 Children can:
<b>Listening Skills</b>	<p>To listen to others one to one or in small groups, when a conversation interests them.</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 maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To have two-channelled attention – can</p>	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	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.



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	<p>listen and do for short span. To understand humour, e.g. nonsense rhymes, jokes. To follow a story without pictures or props. To listen attentively in a range of situations.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity.</p>						
<b>Following instruction</b>	<p>To respond to simple instructions, e.g. to get or put away an object. To respond to instructions involving a two-part sequence.</p> <p>To follow instructions involving several ideas or actions.</p>	<p>To understand instructions with more than one point in many situations.</p>	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance.</p>	<p>To follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p>		
<b>Asking and Answering Questions</b>	<p>To begin to understand 'why' and 'how'</p>	<p>To begin to ask questions that are linked to the</p>	<p>To show that they are following a conversation by</p>	<p>To ask questions that relate to what has been</p>	<p>To generate relevant questions to ask a specific</p>	<p>To ask questions which deepen conversations</p>	<p>To regularly ask relevant questions to extend their</p>



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	<p>questions.</p> <p>To question why things happen and give explanations. Asks who, what, when and how.</p> <p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To ask appropriate questions of others.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>asking relevant and timely questions.</p> <p>To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.</p>	<p>heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p>	<p>speaker/audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>	<p>and/or further their knowledge.</p> <p>To understand how to answer questions that require more detailed answers and justification.</p>	<p>understanding and knowledge.</p> <p>To articulate and justify answers with confidence in a range of situations.</p>
<b>Drama, Performance and Confidence</b>	<p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To talk confidently with other children when playing, and will communicate freely about own home and community.</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</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 play</p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks,</p>	<p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a</p>	<p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback from peers and teachers (and from observing other speakers) to make</p>	<p>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>To gain, maintain and monitor the interest of the</p>



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	<p>To confidently speak to others about own needs, wants, interests and opinions.</p> <p>To express themselves effectively, showing awareness of listeners' needs. To speak confidently in a familiar group, will talk about their ideas.</p>	<p>in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p>and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>improvements to performance.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>listener(s).</p> <p>To select and use appropriate registers for effective communication.</p>
<b>Vocabulary Building and Standard English</b>	<p>To begin to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>To use a range of tenses (e.g. play, playing, will play, played).</p> <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</p>	<p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p>	<p>To start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p>	<p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases</p>	<p>To use relevant strategies to build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to</p>



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<b>Speaking for a range of purposes</b>	<p>breadth of their experiences.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>				into their own talk in an appropriate way.	into their own talk in an appropriate way.	<p>discuss abstract concepts and a wide range of topics.</p> <p>To confidently explain the meaning of words and offer alternative synonyms.</p>
	<p>To retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</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 remember and talk about significant events in their own experience.</p> <p>To talk about why things happen and how things work.</p>	<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>	<p>To 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>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>



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	<p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To explain own knowledge and understanding.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>						<p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
<b>Participating in Discussion</b>	<p>To initiate conversations, attend to and take account of what others say.</p> <p>To listen and respond to ideas expressed by others in conversation or discussion. This is 40-60m not ELG.</p>	<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that 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.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p>	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>To engage in longer and sustained discussions</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and responding to comments with confidence.</p> <p>To consider and evaluate different</p>



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			To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.		To engage in meaningful discussions in all areas of the curriculum.	about a range of topics.  To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	viewpoints, adding their own interpretations and building on the contributions of others.  To offer an alternative explanation when other participant(s) do not understand.
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