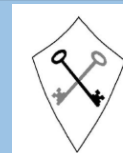


## Town Lane Infant School – Progression of Speaking and Listening Skills



	<b>EYFS</b> Birth to 3 40 – 60 months Reception	Year 1	Year 2
Listening skills	<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p><b>Children know how to</b> listen to others one to one or in small groups, when a conversation interests them.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p> <p><b>Children know</b> and understand how to listen carefully and why listening is important.</p> <p>Engage in storytimes.</p>	<p><b>Children know how to</b> listen to others in a range of situations and usually respond appropriately.</p>	<p><b>Children know how to</b> 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.</p>

	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>		
<p><b>Following instructions</b></p>	<p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand an instruction that has two parts, such as: "Get your coat and wait at the door".</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><b>Asking and answering questions</b></p>	<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Ask questions to find out more and to check they understand what has been said to them.</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>

<p>Drama, performance and confidence</p>	<p>Use intonation, pitch and changing volume when talking.</p> <p><b>Children know</b> and sing a large repertoire of songs. <b>They know</b> many rhymes and are able to talk about familiar books. They are able to tell a long story.</p> <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <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><b>Children know how...</b></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.</p> <p><b>Children know</b> when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.</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 and discuss the character's feelings.</p> <p><b>Children know</b> and recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>
<p>Vocabulary building and Standard English</p>	<p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>Use a wider range of vocabulary.</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>Use longer sentences of four to six words.</p> <p>Learn new vocabulary. Discuss which category a word is in. Use new vocabulary through the day. Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Articulate their ideas and thoughts in well-formed sentences.</p>		<p>To usually speak in grammatically correct sentences.</p>
<p>Speaking for a range of purposes</p>	<p>To remember and talk about significant events in their own experience.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Describe events in some detail.</p>	<p>To organise their thoughts into sentences before expressing them.</p> <p>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.</p> <p>To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.</p>

	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p>		
<p><b>Participating in discussions</b></p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</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 remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>