

Speaking and Listening Progression Nursery	
Birth – 3	3 - 4 years
Listening skills	
Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice	Can start a conversation with an adult or a friend and continue it for many turns.
Recognise and are calmed by a familiar and friendly voice	Can find it difficult to pay attention to more than one thing at a time.
Watch someone's face as they talk.	Listen with increased attention to sounds
Listen and respond to a simple instruction.	Enjoy listening to longer stories and can remember much of what happens.
Listen to simple stories and understand what is happening, with the help of the pictures.	Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these
Listen to other people's talk with interest, but can easily be distracted by other things.	
Enjoy sharing books with an adult	
Listen to number rhymes and books about number.	
Following Instruction	
Listen and respond to a simple instruction.	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door.
Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple	Increasingly follow rules, understanding why they are important.
Understand and act on longer sentences like 'make teddy jump' or 'find your coat'	
Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them	
Recognise and point to an object if asked	
Asking & Answering Questions	
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	understand a question or instruction that has two parts, such as "Get your coat and wait at the door."
Gesture towards their cup to say they want a drink.	understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Drama, Performance & Confidence	
Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods	Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
Enjoy singing, music and toys that make sounds.	show more confidence in new social situations.
Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).	Develop appropriate ways of being assertive.
Use intonation, pitch and changing volume when 'talking'.	Create their own songs, or improvise a song around one they know.

Start to say how they are feeling, using words as well as actions	
Vocabulary Building & Standard English	
Use gestures like waving and pointing to communicate. Reach or point to something they want while making sounds. Copy your gestures and words.	Use a wider range of vocabulary
Understand single words in context – ‘cup’, ‘milk’, ‘daddy’	Develop communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ and ‘swimmed’ for ‘swam’
Constantly babble and use single words during play.	Use longer sentences of four to six words.
Use the speech sounds p, b, m, w.	Engage in extended conversations about stories, learning new vocabulary.
Are usually still learning to pronounce: l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as ‘banana’ and ‘computer’	May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
	Talk about what they see, using a wide vocabulary.
Speaking for a Range of Purposes	
Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’	Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
Generally focus on an activity of their own choice and find it difficult to be directed by an adult.	Can start a conversation with an adult or a friend, and continue it for many turns.
Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.	Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
Babble, using sounds like ‘ba- ba’, ‘mamama’.	Play with one or more other children, extending and elaborating play ideas.
Copy your gestures and words.	Develop appropriate ways of being assertive
Start to develop conversation, often jumping from topic to topic.	Talk with others to solve conflicts.
Be increasingly able to talk about and manage their emotions	Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
Engage with others through gestures, gaze and talk.	engage in extended conversations about stories, learning new vocabulary.
Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.	Talk about what they see, using a wide range of vocabulary. Explore and talk about different forces they can feel.
Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with.	Talk about the differences between materials and changes they notice
	know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Take part in simple pretend play, using an object to represent something else even though they are not similar.
	Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc
	Sing a large repertoire of songs.
	Know many rhymes, be able to talk about familiar books and to tell a long story.
Participating in Discussion	
	Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Engage in extended conversations about stories, learning new vocabulary

Reception speaking and listening progression	
Reception	ELG
Listening Skills	
Listen to and talk about stories to build familiarity and understanding	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
Listen carefully to rhymes and songs, paying attention to how they sound.	make comments about what they have heard and ask questions to clarify their understanding.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
Listen attentively, move to and talk about music, expressing their feelings and response.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Understand how to listen carefully and why listening is important	
Engage in story times.	
Listen carefully to rhymes and songs, paying attention to how they sound.	
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
Following Instruction	
Connect one idea or action to another using a range of connectives.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Asking & Answering Questions	
Ask questions to find out more and check they understand what has been said to them.	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.
	Make comments about what have heard; ask questions to clarify understanding
Drama, Performance & Confidence	
retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
Learn rhymes, poems and songs.	Sings a range of well-known nursery rhymes and songs.
Watch and talk about dance and performance art, expressing their feelings and responses.	performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music
Sing in a group or on their own, increasing matching the pitch and following the melody.	Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
Explore and engage in music making and dance, performing solo or in groups.	

Vocabulary Building & Standard English	
Learn new vocabulary.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
Use new vocabulary throughout the day.	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.
Articulate their ideas and thoughts in well-formed sentences	
Develop social phrases.	use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Use new vocabulary in different contexts.	
Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	
Speaking for a Range of Purposes	
Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.	Make comments about what they have heard and ask questions to clarify their meanings.
Listen to and talk about stories to build familiarity and understand	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	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
Describe events in some detail	Explain reasons for rules, know right from wrong and try to behave accordingly.
Listen to and talk about stories to build familiarity and understanding.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Watch and talk about dance and performance art, expressing their feelings and responses	Invent, adapt and recount narratives and stories with peers and their teacher
Describe what they see, hear and feel whilst outside.	Compare their creations, explaining the processes they have used.
Compare and contrast characters from stories, including figures from the past.	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.
Comment on images of familiar situations in the past	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Name and describe people who are familiar to them	Talk about the lives of the people around them and their roles in society.
Talk about their immediate family and community.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Express their feelings and consider the feelings of others.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Explore their voices and enjoy making sounds. Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	Participate in small group, class and one-to-one discussions, offering their own ideas.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Articulate their ideas and thoughts in well-formed sentences.	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
Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	
Develop social phrases	Explain the reasons for rules, know right from wrong and try to behave accordingly
Participating in Discussion	
	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
	Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
	participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
	Develop play around favourite stories using props. Ask questions about the book. Makes comments and shares their own ideas.

Speaking and listening progression	
Listening Skills	
Year 1	Year 2
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.
Following instructions	
To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.
	To attempt to follow instructions before seeking assistance.
Asking and Answering questions	
To begin to ask questions that are linked to the topic being discussed.	To show they are following a conversation by asking relevant and timely questions.

To answer questions on a wider range of topics (sometimes may only be one-word answers).	Answer questions using clear sentences.
	To begin to give reasoning behind their answers when prompted to do so.
Drama, Performance & Confidence	
To take part in a simple role play of a known story.	To recognise that sometimes speakers talk differently and discuss reasons why this might happen
To speak clearly in a way that is easy to understand.	To speak confidently within a group of peers so that their message is clear.
To speak in front of larger audiences, e.g. in a class assembly, or during a show 'n' tell session.	To practise and rehearse reading sentences and stories aloud.
know when it is their turn to speak in a small group presentation or play performance.	take on a different role in a drama or role play and discuss the character's feelings.
Vocabulary Building & Standard English	
To think of alternatives for simple vocabulary choices.	To usually speak in grammatically correct sentences.
To use appropriate vocabulary to describe their immediate world and feeling	To start to vary language according to the situation between formal and informal.
	To suggest words or phrases appropriate to the topic being discussed.
	To start to use subject- specific vocabulary to explain, describe and add detail.
Speaking for a Range of Purposes	
To organise their thoughts into sentences before expressing them.	To talk about themselves clearly and confidently
To be able to describe their immediate world and environment.	To verbally recount experiences with some added interesting details.
To retell simple stories and recounts aloud.	To offer ideas based on what has been heard.
Participating in Discussion	
To recognise when it is their turn to speak in a discussion.	To give enough detail to hold the interest of other participant(s) in a discussion.
To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas	To engage in meaningful discussions that relate to different topic areas.
	To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.

	Year 3	Year 4	Year 5	Year 6
Listening Skills				
	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, <i>e.g. participate in a collaborative project where listen to ideas of others & adapt to meet the needs of group.</i>	To make improvements based on constructive feedback on their listening skills
Following instructions				
	To follow instructions in a range of unfamiliar situations.		To follow complex directions/multi-step instructions without the need for repetition.	
	To recognise when it is needed and ask for specific additional information to clarify instructions			
Asking & Answering Questions				
	To ask questions that relate to what has been heard or what was presented to them.	To generate relevant qns to ask a specific speaker/ audience in response to what has been said.	To ask questions which deepen conversations and/or further their knowledge.	To regularly ask relevant questions to extend their understanding and knowledge.
	To begin to offer support for their answers to questions with justifiable reasoning.	To regularly offer answers that are supported with justifiable reasoning.	To understand how to answer questions that require more detailed answers and justification.	To articulate and justify answers with confidence in a range of situations
Drama, Performance & Confidence				
	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.	To use intonation when reading aloud to emphasise punctuation.	To narrate stories with intonation and expression to add detail and excitement for the listener.	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).
	To speak regularly in front of large and small audiences.	To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.	To use feedback from peers/teachers (and from observing other speakers) to make improvements to performance.	To gain, maintain and monitor the interest of the listener(s).
	To participate in role play tasks, showing understanding of charac by choosing approp words & phrases to indicate a person's emotions.	To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.	To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	To select and use appropriate registers for effective communication.
		To discuss the language choices of other speakers and how this may vary in different situations.		
Vocabulary Building & Standard English				
	To use vocabulary that is appropriate to the topic and/or the audience.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech	To use relevant strategies to build their vocabulary.

Year 3	Year 4	Year 5	Year 6
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.	To know and use language that is acceptable in formal and informal situations with increasing confidence.	To know and use language that is acceptable in formal and informal situations with increasing confidence.	To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose
To discuss topics that are unfamiliar to their own direct experience.	To 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.	To 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.	To speak audibly, fluently and with a full command of Standard English in all situations.
			To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.
			To confidently explain the meaning of words and offer alternative synonyms.

Speaking for a Range of Purposes

To organise what they want to say so that it has a clear purpose.	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.	To plan and present information clearly with ambitious added detail and description for the listener.	To communicate confidently across a range of contexts and to a range of audiences.
To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	To debate issues and make their opinions on topics clear.	To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	To articulate and justify arguments and opinions with confidence.
	To adapt their ideas in response to new information.		To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.
			To use spoken language to develop understanding through speculating, hypothesising, Imagining and exploring ideas.
			To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.

Participating in Discussion

To engage in discussions, making relevant points or asking relevant	To engage in discussions, making relevant points and ask for specific	To develop, agree to and evaluate rules for effective discussion; follow their	To maintain attention and participate actively in collaborative conversations,
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	Year 3	Year 4	Year 5	Year 6
	questions to show they have followed a conversation.	additional information or viewpoints from other participants.	own rules in small groups and whole-class conversations.	staying on topic and initiating and responding to comments with confidence
	To take account of the viewpoints of others when participating in discussions.	To begin to challenge opinions with respect.	To engage in longer and sustained discussions about a range of topics.	To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.
		To engage in meaningful discussions in all areas of the curriculum.	To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	To offer an alternative explanation when other participant(s) do not understand.