

# Norton CEVC Primary School

## Speaking and Listening Progression Map



### Intent

At Norton CEVC Primary School, our curriculum is rich in oracy opportunities for our children. With knowledge and skills, experiences and vocabulary at the core of our curriculum, we are committed to using purposeful talk throughout our school to drive forward learning. We do this through talk in the classroom, which has been planned, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively and with confidence in school and in life. We see it as essential that children acquire the ability to be able to speak coherently and politely in their everyday experiences to communicate their thoughts effectively.

At Norton we want all our pupils to be active listeners, which means giving a speaker undivided attention, listening to them carefully, reflecting on what has been said and responding in a way that shows understanding. Pupils who listen carefully in class can readily begin their work. Classroom dialogue is integral, pupils interact with the teacher and one another when they offer thoughts, questions and ideas. Pupils who are in tune with class conversations are equipped to partake in the discussions. Pupils who listen in class gain a better understanding of the content the teacher presents and can identify the fundamental concepts. Their concentration ultimately results in storage of information in memory. This helps pupils when they need to recall and build upon prior knowledge. Good listeners are better equipped to connect to new ideas and content.

### IMPLEMENTATION

### The National Curriculum (2014) Objectives for Speaking and Listening

| EYFS | EYFS Progression | Listening, Attention and Understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|      | Milestone One    | <ul style="list-style-type: none"> <li>Children will listen attentively in a range of situations.</li> <li>Children will enjoy listening to longer stories</li> <li>Children are beginning to pay attention to more than one thing at a time.</li> <li>Children will understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Children take part in pretend play, communicating and negotiating with their friends.</li> <li>Children can talk about events from the past (may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.)</li> <li>Children can sing a large repertoire of nursery rhymes,</li> <li>Children can confidently talk in sentences up to 4 words</li> <li>Children can express a point of view. "I like ... ." "I don't like..."</li> <li>Children can start a conversation with an adult or a friend.</li> <li>Children can talk about familiar books</li> </ul>                                                                                                               |
|      | Milestone Two    | <ul style="list-style-type: none"> <li>Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions.</li> <li>Children give their attention to what others say and respond appropriately, while engaged in another activity</li> <li>Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions.</li> <li>Children understand 'why' questions, like: "Why do you think the animals are sad?" "Why are the pigs scared?"</li> </ul> | <ul style="list-style-type: none"> <li>Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions.</li> <li>Children are beginning to use a wider range of vocabulary from the stories and topics so far.</li> <li>Children are able to use multisyllabic words such as 'pterodactyl', 'investigation' 'terrible' or 'celebration' (some may have problems saying: - some sounds: r, j, th, ch, and sh )</li> <li>Children will use talk to organise themselves and their play: "Let's go on a bus...You sit there... I'll be the driver."</li> <li>Children can use longer sentences of six words or more. "I liked it when he ran away." "I am a fireman because I put out fires."</li> </ul> |

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| Milestone Three | <ul style="list-style-type: none"> <li>Children will listen to, talk about and ask questions about stories to build familiarity and understanding.</li> <li>Children understand how to listen carefully and why listening is important.</li> <li>Children are learning/understanding new Tier 2 vocabulary.</li> <li>Children ask questions to find out more and to check they understand what has been said to them.</li> <li>“What does that mean?” “Why did they do that?”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Children can start a conversation with an adult or friend and continue it for many turns.</li> <li>Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Children can retell a full story. (beginning, middle and end)</li> </ul>                                                                                                                                                                                                                                                                                                       |
| Milestone Four  | <ul style="list-style-type: none"> <li>They can explain how things work and why they might happen.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Children are using new vocabulary from stories and topics taught throughout the day</li> <li>Children can confidently talk in small group and class situations.</li> <li>Children can hold a back and forth conversation with an adult and peers</li> <li>Children can describe events in some detail.</li> <li>Children will use talk to help work out problems and organise thinking and activities</li> <li>Children will articulate their ideas and thoughts in well-formed sentences.</li> </ul>                                                                                                                 |
|                 | <p>Listening, Attention and Understanding ELG<br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>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;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Speaking ELG</p> <ul style="list-style-type: none"> <li>Children at the expected level of development will:</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>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.</li> </ul> |
| Year 1 to 6     | <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                           | EYFS                                                                                                                                                                                                                                                                                                                         | Year 1                                                                                                                                                                                                                                                                 | Year 2                                                                                                                                                                                                                          | Year 3                                                                                                                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                                           | Year 5                                                                                                                                                                                                                                           | Year 6                                                                                                                                                                                                                                |
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| <b>Listen and respond appropriately to adults and their peers</b>         | <p>Pupils can:</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)</p> | <p>Pupils can:</p> <p>Concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation</p> <p>Understand 2-3 part instructions that may include time concepts, e.g. using ‘first’, ‘before’, ‘after’ or ‘when’</p> | <p>Pupils can:</p> <p>Know the key points they need to focus on in order to answer a question</p> <p>Understand complex 2 – 3 part instructions</p>                                                                             | <p>Pupils can:</p> <p>Listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps)</p> <p>Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed</p> | <p>Pupils can:</p> <p>Listen to information, work out which elements are key and make relevant, related comments</p> <p>Infer meanings, reasons and make predictions</p>                                                         | <p>Pupils can:</p> <p>Listen to complex information and identify key elements and make relevant, related comments</p> <p>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</p> | <p>Pupils can:</p> <p>Understand the key points made by a number of speakers and to compare different points of view</p> <p>Appreciate sarcasm when it is obvious</p>                                                                 |
| <b>Ask relevant questions to extend their understanding and knowledge</b> | <p>Pupils can:</p> <p>Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. (ELG)</p>                                                                                                                                                                                               | <p>Pupils can:</p> <p>Ask questions to find out things using ‘how’ and ‘why’ when prompted</p> <p>Be aware when they haven’t understood something and is able to say, for example, ‘I don’t understand’ (with no further elaboration</p>                               | <p>Pupils can:</p> <p>Ask a range of different types of questions to find out specific information including ‘how’ and ‘why’</p> <p>Recognise when a message is not clear and be able to provide some information about why</p> | <p>Pupils can:</p> <p>Ask a range of different types of questions to find out specific information including ‘how’ and ‘why’</p> <p>Be aware of when they haven’t understood something because of the vocabulary used and ask a general clarification question</p>                                                    | <p>Pupils can:</p> <p>Able to use a series of questions to keep a conversation flowing</p> <p>Be aware of when they can’t remember and ask for an explanation</p>                                                                | <p>Pupils can:</p> <p>Use follow up questions linked to answers that have just been given</p> <p>Ask a clarification question that requires the speaker to elaborate on what they have said</p>                                                  | <p>Pupils can:</p> <p>Understand and use different types of questions: open, closed, rhetorical</p> <p>Identify clearly when they haven’t understood and be specific about what additional information they need</p>                  |
| <b>To use relevant strategies to build their vocabulary</b>               | <p>Pupils can:</p> <p>extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>                                                                                                                                                                                               | <p>Pupils can:</p> <p>Understand that words can be put into categories e.g. animals, transport, characters.</p> <p>Recognise objects, characters and animals from a description</p>                                                                                    | <p>Pupils can:</p> <p>Begin to choose from a range of imaginative and descriptive words in sentences.</p> <p>Infer what a new word means by context.</p> <p>Recognise when they haven’t understood a word or words and be</p>   | <p>Pupils can:</p> <p>Begin to use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices.</p> <p>Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes</p>                                                                | <p>Pupils can:</p> <p>Use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices.</p> <p>Identify clearly when they haven’t understood/can’t remember specific vocabulary and can ask</p> | <p>Pupils can:</p> <p>Begin to explore sophisticated vocabulary that has multiple meanings and use mostly accurately but with occasional error.</p> <p>To be able to select the most appropriate resource to support vocabulary choices</p>      | <p>Pupils can:</p> <p>To explore sophisticated vocabulary that has multiple meanings and use mostly accurately but with occasional error.</p> <p>To be able to select the most appropriate resource to support vocabulary choices</p> |

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|                                                                                                                                        |                                                                                                                                                                     | <p>Guess the word from clues, or give others clues using shape, size, function, etc. with support</p>                                                                                       | <p>able to provide some information about why</p> <p>Compare words by the way they look, sound or their meaning, for example bare/bear, two/to/too, and begin to comment on this</p>                                                                                                                  |                                                                                                                                                                                                                                                                     | <p>questions to clarify their understanding</p>                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Incorporate topic vocabulary into their written and spoken work</p>                                                                                                                                                                                                                                                        | <p>Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate</p>                                                                                                                                                                           |
| <p><b>Articulate and justify answers, arguments and opinions</b></p>                                                                   |                                                                                                                                                                     | <p>Pupils can:</p> <p>Use language consistently to express likes and dislikes</p>                                                                                                           | <p>Pupils can:</p> <p>Use simple conjunctions to justify or explain something</p>                                                                                                                                                                                                                     | <p>Pupils can:</p> <p>Give reasons and explanations for choices and viewpoints in class discussions</p>                                                                                                                                                             | <p>Pupils can:</p> <p>Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan</p>                                                                                                                                                                                                                                                                                                                               | <p>Pupils can:</p> <p>Able to use complex sentences and link by meaning to present ideas logically</p>                                                                                                                                                                                                                        | <p>Pupils can:</p> <p>Able to use language to negotiate with others, to explain options available and to predict possible outcomes</p>                                                                                                                                                          |
| <p><b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</b></p> | <p>Pupils can:</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG)</p> | <p>Pupils can:</p> <p>Use early 'story language'</p> <p>Use language to talk through a series of steps for example for simple problem solving</p> <p>Able to join sentences using 'and'</p> | <p>Pupils can:</p> <p>Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order</p> <p>Describe in 2-3 sentences how to solve a problem</p> <p>Able to use conjunctions to increase the length and grammatical complexity of sentences</p> | <p>Pupils can:</p> <p>Tell a story with a clear structure including the setting and ideas linked in different ways</p> <p>Discuss how a character may be feeling and why</p> <p>Use conjunctions to increase the length and grammatical complexity of sentences</p> | <p>Pupils can:</p> <p>Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point</p> <p>Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased</p> <p>Use fronted adverbials to increase the length and grammatical complexity of sentences</p> | <p>Pupils can:</p> <p>Include a subplot in telling stories and recalling events before resolving the main storyline I can tell stories with a sub-plot.</p> <p>Present a point of view using persuasive language</p> <p>Use complex sentences and conjunctions to link ideas together in order to present ideas logically</p> | <p>Pupils can:</p> <p>Tell elaborate entertaining stories which are full of detailed descriptions</p> <p>Share ideas and information, give and receive advice, offer and take notice of the opinion of others</p> <p>Use long and complex sentence structures in class and other situations</p> |

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| <b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b> | <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>Link statements and sticks to a main theme or intention.</p>                                                                                                           | <p>Pupils can:</p> <p>Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity.</p>                                                                | <p>Pupils can:</p> <p>Take turns to talk, listen and respond in two way conversations and groups</p>                                                                                                                                                                                                                                              | <p>Pupils can:</p> <p>Initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils</p>                                                                                                                                                                                                | <p>Pupils can:</p> <p>Sustain a conversation by giving reasons and explaining choices and views</p>                                                                                                                                                                                               | <p>Pupils can:</p> <p>Use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing</p>                                                                                                                                                     | <p>Pupils can:</p> <p>Share ideas and information, give and receive advice, offer and take notice of the opinion of others</p>                                                                                                                               |
| <b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b>                         | <p>Pupils can:</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>                                                                                                                                                                                                                                | <p>Pupils can:</p> <p>Use language to talk self through steps required in simple problem solving</p>                                                                                                                                                                                                | <p>Pupils can:</p> <p>Accurately predict what will happen in a story or retelling of an event</p>                                                                                                                                                                                                                                                 | <p>Pupils can:</p> <p>Understand how language is used to investigate and reflect on feelings</p>                                                                                                                                                                                                                       | <p>Pupils can:</p> <p>Discuss cause and effect</p>                                                                                                                                                                                                                                                | <p>Pupils can:</p> <p>Use complex sentences and to present ideas logically</p> <p>Able to use language to persuade</p>                                                                                                                                                                                     | <p>Pupils can:</p> <p>Use inference, reasoning and prediction skills</p> <p>Able to negotiate an agreement explaining other options and possible outcomes</p>                                                                                                |
| <b>Speak audibly and fluently with an increasing command of standard English</b>                                                              | <p>Pupils can:</p> <p>Express themselves effectively, showing awareness of listeners' needs. (ELG)</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG)</p> <p>Develop their own narratives and explanations by connecting ideas or events. (ELG)</p> | <p>Pupils can:</p> <p>Produce speech that is clear and easy to understand, with only a few immaturities</p> <p>Say words accurately with 3 syllables or less</p> <p>Blend 3 or 4 phonemes to make a word, and segment words into individual sounds</p> <p>Use appropriate tenses and word order</p> | <p>Pupils can:</p> <p>Produce speech that is consistently clear and easy to understand, with very few immaturities</p> <p>Say words with 4 or more syllables fairly consistently</p> <p>Manipulate sounds in words such as deleting sounds from words</p> <p>Know that there are some terms or expressions that are only used amongst friends</p> | <p>Pupils can:</p> <p>Produce speech that is consistently clear and easy to understand</p> <p>Say words of any length with accuracy</p> <p>Use phonological awareness skills when spelling, although some mistakes may still be made</p> <p>Signal punctuation and emphasise meaning through the use of intonation</p> | <p>Pupils can:</p> <p>Produce speech that is consistently clear and easy to understand</p> <p>Say words of any length with accuracy I can say polysyllabic words clearly.</p> <p>Secure phonological awareness skills</p> <p>Use formal language when appropriate in some familiar situations</p> | <p>Pupils can:</p> <p>Produce speech that is consistently clear and easy to understand</p> <p>Say words of any length with accuracy</p> <p>Secure phonological awareness skills</p> <p>Use appropriately different words and phrases, from how people in that area normally talk, and standard English</p> | <p>Pupils can:</p> <p>Produce speech that is consistently clear and easy to understand</p> <p>Say words of any length with accuracy</p> <p>Secure phonological awareness skills</p> <p>Able to re-phrase what they want to say according to the audience</p> |

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| <b>Participate in discussions, presentations, performances, role play, improvisations and debates</b>       | <p>Pupils can:</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>Pupils can:</p> <p>Remember their words and speak clearly in presentations, performances and role play</p> | <p>Pupils can:</p> <p>Take turns to talk, listen and respond in two way conversations and groups</p>                                        | <p>Pupils can:</p> <p>Respond to the opinions of others in the group</p>                                                                                                  | <p>Pupils can:</p> <p>Take on group roles to discuss with peers</p>                                                                              | <p>Pupils can:</p> <p>Take turns, listening carefully to others and politely agreeing or disagreeing with them</p> <p>Able to present a point of view by presenting evidence and using persuasive language with familiar topics</p> | <p>Pupils can:</p> <p>Share ideas and information, give and receive advice, offer and take notice of the opinion of others</p> <p>Present a point of view by presenting evidence and using persuasive language with academic topics</p> |
| <b>Gain, maintain and monitor the interest of the listener(s)</b>                                           |                                                                                                                                                                                                                                    | <p>Pupils can:</p> <p>Initiate a conversation with a class visitor by using prepared questions</p>            | <p>Pupils can:</p> <p>Usually able to keep to topic in a conversation</p> <p>Be easily prompted to move on if they are talking too much</p> | <p>Pupils can:</p> <p>Initiate conversations with unfamiliar adults (in school or in safe environment) and pupils.</p> <p>Exaggerate to make a story more interesting</p> | <p>Pupils can:</p> <p>Add or omit detail according to how much is already known by the listener</p> <p>Use intonation to give added emphasis</p> | <p>Pupils can:</p> <p>Realise when the listener doesn't fully understand and try to help them</p> <p>Use humour effectively</p>                                                                                                     | <p>Pupils can:</p> <p>Share ideas and information, give and receive advice, offer and take notice of the opinion of others</p> <p>Use sophisticated questions to help conversation flow</p>                                             |
| <b>Consider and evaluate different viewpoints, attending to and building on the contributions of others</b> | <p>Pupils can:</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>Pupils can:</p> <p>Respond to points of interest when listening to contributions of others</p>             | <p>Pupils can:</p> <p>Ask lots of questions to find out information and respond appropriately to the answers</p>                            | <p>Pupils can:</p> <p>Understand another's point of view and show whether they agree or disagree</p>                                                                      | <p>Pupils can:</p> <p>Identify and reflect on key points of what they have just been told</p>                                                    | <p>Pupils can:</p> <p>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</p>                                                                                       | <p>Pupils can:</p> <p>Reflect on several people's opinions or suggestions and summarise or suggest a compromise</p>                                                                                                                     |
| <b>Select and use appropriate registers for effective communication</b>                                     | <p>Pupils can:</p> <p>To express themselves effectively, showing awareness of listeners' needs. (ELG)</p>                                                                                                                          | <p>Pupils can:</p> <p>Imitate popular language</p>                                                            | <p>Pupils can:</p> <p>Know that there are some terms or expressions that are only used amongst friends</p>                                  | <p>Pupils can:</p> <p>Be aware of the need to use more formal language with adults</p>                                                                                    | <p>Pupils can:</p> <p>Understand and use popular colloquial expressions</p>                                                                      | <p>Pupils can:</p> <p>Use appropriately different words and phrases, from how people in that area normally talk, and standard English</p>                                                                                           | <p>Pupils can:</p> <p>Able to re-phrase what they want to say according to the audience</p>                                                                                                                                             |

