

**Progression of skills in Speaking and Listening
Year 1 to Year 6**

	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
	End of Year 1 expectations	End of Year 2 expectations	End of Year 3 expectations	End of Year 4 expectations	End of Year 5 expectations	End of Year 6 expectations
Vocabulary	Use some simple descriptive language.	Ask/answer questions to prompt apt word choices to create interest.	Extend their vocabulary through listening and reading, using generally appropriate words in different situations.	Use deliberate language choices with some expansion of general vocabulary researched to match the topic.	Use vocabulary for effect, with a reasonably wide range, using dictionaries, thesauri and word lists to extend breadth.	Expand their vocabulary, through questioning, listening, reading and experimenting and use subject-related words appropriately.
Asking questions	Independently ask simple questions to find out more about the topic.	Ask questions to clarify understanding and learn new vocabulary.	Ask relevant questions to clarify meaning and show they have listened carefully.	Ask questions in response to others' ideas and views.	Ask questions that develop their own and others' ideas.	Ask questions that challenge and also show how sensitivity to the ideas and views of others.
Justification	Give simple reasons for their answers or opinions.	Provide clear reasons or evidence for their own answers or opinions.	Make comments that explain their answers or opinions.	Convey their own opinions and answers clearly, supported by evidence.	Vary vocabulary and expression, to convey their own opinions and ideas clearly, using evidence.	Independently articulate and justify answers, arguments and opinions.
Descriptions and explanations	Describe events and experiences using appropriate topical vocabulary.	Explain a task or experience, structuring talk so that the main points are clear.	Explain a task or experience showing clear understanding of the main points.	Explain a task or experience using details, showing clear understanding of the main points.	Explain a task or experience using varied vocabulary, showing clear understanding of the main points.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing complex feelings.
Exploring ideas	Clearly express ideas when talking about matters of	Recount experiences and imagine scenarios,	Explore ideas using extended periods of discussion.	Use relevant detail to express ideas thoughtfully.	Explain and develop ideas in	Independently explain and develop ideas,

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	personal interest, including some detail.	connecting ideas, including relevant detail.			response to others' comments.	explicitly building on the ideas of others.
Listening and responding	Listen attentively and engage with the speaker, making relevant observations.	Listen and reply to the speaker, making comments and suggestions, where appropriate and remembering specific points of interest.	Listen and respond to the speaker's main points, making generally relevant comments and suggestions.	Listen and respond to the speaker's main points adding own comment.	Pay close attention to what others say and ask questions to develop ideas.	Listen and respond confidently to others, paying close attention to what is said in an increasing range of contexts.
Speaking audibly and fluently	Speak audibly and intelligibly.	Speak clearly with appropriate intonation, varying talk to capture and hold the listeners' attention.	Talk with increased fluency in some situations, varying talk to capture and hold the listeners' attention.	Talk with fluency in different situations, adapting talk appropriately.	Talk fluently, adapting talk sensitively for different situations.	Speak fluently, clearly and audibly in formal situations.
Speaking to different audiences	Adapt language and tone when addressing different people, showing awareness of the audience.	Use specific vocabulary for talk and simple non-verbal features that demonstrate awareness of the audience.	Include details in talk, to interest the listeners, and use non-verbal features to show awareness of the audience.	Speak with confidence to an increasing range of audiences, using interesting details and further non-verbal features.	Demonstrate a more responsive attitude towards different audiences, adapting talk to meet their needs and demands.	Adapt talk confidently for the requirements of a wide range of audiences.
Speaking for different purposes	Vary vocabulary to suit different purposes and situations.	Choose vocabulary and simple non-verbal features that show an awareness of different purposes.	Talk confidently in different contexts, exploring and communicating ideas.	Talk with confidence, adapting to suit the purpose.	Adapt talk for the requirements of a widening range of contexts, including some formal.	Adapt talk confidently for the requirements of an increasing range of contexts and purposes.
Organising talk	Independently use some words to sequence talk.	Attempt to structure talk to aid the listener/listeners	Structure talk to aid the listeners, varying use of vocabulary and level of detail.	Clearly structure talk to support meaning and show attention to the audience.	Clearly structure talk to convey meaning and engage the audience.	Clearly structure talk, using varied, lively vocabulary and expression to

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Year 1 to Year 6**

		and include main points.				engage the audience.
Presenting	Talk to the class about matters of particular, personal interest.	Present ideas, results and findings to the class.	Read aloud written work, independently, in pairs and in small groups.	Make a presentation to the class on a topic of interest, independently, in pairs or small groups.	Use multimedia to make a presentation to the class and listen to feedback.	Use multimedia to make a presentation to the class, responding positively and constructively to feedback.
Conversations	Take turns in pairs, engaging with others.	Sustain attention in purposeful conversations and stay on topic.	Respond appropriately to comments made by others.	Make positive comments and respond to comments made by others.	Shape the direction of talk by sharing their ideas.	Constructively shape the direction of talk by introducing new material and ideas.
Valuing the views of others	Listen to the views and responses of peers.	Listen and respond to the views and responses of peers.	Make a set of rules for peers for positive discussion.	Recognise positive aspects of others' views, before disagreeing.	Appreciate the content of others' opinions, adding their own viewpoint, when appropriate.	Listen carefully to others during discussion, demonstrating empathy and understanding by responding positively to their ideas and views.
Discussion and debating	Take turns when speaking in pairs and small groups.	Offer relevant contributions to group discussions.	Begin to take on different roles and responsibilities.	Take on different roles and begin to maintain a viewpoint for that role.	Maintain a given role/viewpoint effectively throughout a discussion or debate.	Effectively maintain a given role or viewpoint throughout discussion or debate, drawing ideas together and influencing the direction it takes.
Performance/drama	Engage in imaginative play, representing simple characters	Extend their experience and ideas, more independently	Use understanding of characters or situations to adapt speech, gesture or	Choose specific dialogue, gesture and movement for characterisation	Deliberately choose speech (including intonation, volume	Deliberately choose specific dialogue, gesture and movement in

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	and situations in everyday speech, gesture or movement.	adapting speech, gesture or movement to simple roles and different scenarios.	movement to create believable roles and scenarios.	and different situations.	and expression) movement and gesture to enhance a performance and appeal to an audience, though this may not be sustained.	different roles and scenarios to engage an audience and make the meaning clear.
Standard English	Use Standard English sentence structure for formal conversation.	Use modelled Standard English for speech, when appropriate, on occasion self-correcting.	Begin to show an awareness of Standard English when it is used.	Show an awareness of/recognise more elements of Standard English.	Use appropriately some features of Standard English vocabulary and grammar.	Speak with an increasing command of Standard English, adapting vocabulary and grammar to meet an increasing range of demands.
Register	Recognise how people vary their speech in different situations.	Show greater awareness that more formal vocabulary and tone of voice are sometimes appropriate and explore different ways of speaking.	Explain simple differences between formal and informal.	Explain the differences between formal and informal register, giving simple examples of vocabulary and grammar.	Explain why language choices vary in different situations and give examples.	Independently identify the correct register for a range of different situations.