

Killigrew Primary and Nursery School
Speaking and Listening Progression Framework



<i>Spoken Language</i>	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Autumn Term Focus	<p>I can listen to a whole story or poem, with increased attention to sounds.</p> <p>I can start a conversation with an adult or a friend and continue it for many turns.</p> <p>I can listen to music and join in with familiar songs.</p>	<p>I can listen to longer stories, and I can remember much of what happens.</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I can listen to (and use) new words from non-fiction books.</p> <p>I can listen to and move to music.</p> <p>I can make comments about what I hear in class or</p>	<p>I can usually listen to adults and children, making eye-contact with the speaker and responding with a comment linked to what they have said.</p> <p>I can listen and pay attention to a wide range of poems, stories, and non-fiction texts.</p> <p>I can join in discussion about what is</p>	<p>I can listen to a wide range of poetry, stories, and non-fiction with texts with growing concentration.</p> <p>I can listen carefully and respond with comments linked to what has been said i.e. make a helpful contribution when speaking in a small reading group.</p> <p>I can begin and join in a discussion about what is read to me, taking turns,</p>	<p>I can listen carefully with increasing concentration in a range of different contexts and usually respond appropriately to adults and children.</p> <p>I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks showing my ability to concentrate for longer periods of time.</p> <p>I can listen carefully with concentration in a range of different contexts and respond appropriately to adults and children.</p>	<p>I can listen carefully, making timely contributions and asking questions that respond to others' ideas and views i.e. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</p> <p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks showing my ability to concentrate for extended periods of time.</p> <p>I understand that listening skills can be improved and I use constructive feedback from my teachers and peers to support me to improve my listening skills.</p>

		<p>group discussion.</p> <p>I can ask questions to make sure I understand what I heard.</p> <p>I can show my teacher that I am listening to instructions.</p>	<p>read to me, taking turns, and listening to what others say.</p>	<p>and listening to what others say.</p>			<p>showing my ability to concentrate for extended periods of time.</p> <p>I understand that listening skills can be improved with focus and practise.</p>	<p>I can listen carefully, making thoughtful and timely contributions - clarifying or asking questions in response to others’ ideas and views.</p>
<p>Instructions</p> <p>Autumn Term Focus</p>	<p>I can understand and follow a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>I can follow simple rules.</p>	<p>I can give focused attention to a question from an adult, even when I am engaged in play.</p> <p>I can follow instructions involving 2 or 3 ideas or actions.</p> <p>I can follow simple rules, understanding why they are important.</p> <p>With help, I can repeat an</p>	<p>I can understand instructions with more than one point in many situations.</p> <p>I can follow instructions involving several ideas or actions.</p> <p>I can explain the reasons for some rules and know they are there for a reason.</p> <p>With a reminder, I</p>	<p>I can understand instructions with more than one point in many situations and ask for more detail when a message is not clear.</p> <p>I can try to follow instructions before asking for help.</p> <p>I understand that there are rules that I need to follow</p>	<p>I can follow instructions in a range of situations that may be less familiar, such as on a school trip.</p> <p>I can recognise when I need to ask for extra information to make instructions clearer.</p> <p>I understand that there are rules that I need to follow for myself and others to be</p>	<p>I can follow complex directions or multi-step instructions without needing to ask for them to be repeated.</p> <p>I understand that rules are a vital part of school and that I need to follow them to allow everyone to be safe and to learn.</p> <p>I can explain the purpose and meaning of school rules to others.</p> <p>I can repeat several instructions back to an adult.</p>		

		instruction back to an adult.	can repeat an instruction back to an adult.	to be safe and to learn. I can repeat an instruction back to an adult.	safe and to learn. I can repeat more than one instruction back to an adult.			
Questions Spring Term Focus	<p>I can understand and answer a question when an adult asks me, such as ‘Do you have your lunch box today?’</p> <p>I can understand and answer some ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>I can ask an adult a simple question and listen to the answer.</p>	<p>I can listen to stories and ask some questions during whole class discussions and small group work.</p> <p>I can ask sensible questions to make sure I have understood.</p> <p>I can explain why things happen, using new taught vocabulary from stories, non-fiction, rhymes and poems.</p>	<p>I can begin to ask questions that are linked to the topic being discussed.</p> <p>I can answer questions on a wider range of topics.</p> <p>I can ask simple questions in different lessons.</p> <p>I begin to understand that some questions have more than one answer and I know that they can be answered in different ways.</p>	<p>I can show that I am following a conversation by asking questions that link to the discussion.</p> <p>I can answer questions using clear, complete sentences that are understood by others.</p> <p>I can begin to give reasoning behind my answers when I am asked to do so.</p> <p>I can choose to ask questions to help me to improve my understanding or help me to</p>	<p>I can ask questions that relate to what I have heard or what I am being shown.</p> <p>I can begin to offer some reasoning behind my answers to questions, building on what I or others have said.</p> <p>I can ask questions to improve my understanding of a text.</p> <p>I can ask relevant questions about the world.</p>	<p>I can think of relevant questions to ask a specific speaker/audience after they have said something.</p> <p>I can regularly offer answers and offer reasoning to building on what I have said.</p> <p>I can ask relevant questions about the world.</p>	<p>I can ask questions which deepen conversations and/or further my knowledge and understanding.</p> <p>I can answer questions that require more detailed answers, reasoning, and justification.</p> <p>I can ask relevant questions about the world using more complex and newly-taught topic vocabulary.</p>	<p>I can regularly ask relevant questions to extend my understanding and knowledge.</p> <p>I can articulate and justify my answers with confidence in a range of situations.</p> <p>I can ask relevant questions about the world, using a wide range of taught topic vocabulary.</p>

				follow instructions.				
Vocabulary Spring Term Focus	<p>I can use a wider range of vocabulary, including new words that I have been taught.</p> <p>I can communicate well but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran.’</p> <p>I can use longer sentences of four to six words.</p> <p>I can speak for a little while about stories, using new vocabulary from the story.</p> <p>I can talk about what I</p>	<p>I can learn new vocabulary through stories and conversations.</p> <p>I can use new vocabulary throughout the day.</p> <p>I can often use well-formed sentences.</p> <p>I can use some social phrases.</p> <p>I can use new vocabulary in different ways.</p> <p>I can join in with small group, class and one-to-one discussions using recently learnt vocabulary.</p>	<p>I can use appropriate vocabulary to describe my world and my feelings.</p> <p>I can think of some different words for known vocabulary.</p> <p>I can use a range of topic words from new learning.</p>	<p>I can start to use subject-specific vocabulary to explain, describe and add detail.</p> <p>I can suggest words or phrases appropriate to the topic being discussed.</p> <p>I can start to use language for the situation with some understanding of formal and informal.</p> <p>I can use a wide range of topic words from new learning.</p> <p>I can talk about words and phrases that are interesting for the reader.</p>	<p>I can use vocabulary that is appropriate to the topic and/or the audience.</p> <p>I can recognise powerful vocabulary in stories/ texts that I read or listen to and begin to try to use these words and phrases in my own talk. I can discuss topics that are sometimes unfamiliar to my own experiences.</p>	<p>I can regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>I can use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>I can recognise powerful vocabulary in stories/ texts that I read or listen to, building these words and phrases into my own talk in an appropriate way.</p> <p>I can discuss words and increasingly complex phrases that capture the reader's interest and imagination.</p>	<p>I can regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>I can use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>I can recognise powerful vocabulary in stories/ texts that I read or listen to, building these words and phrases into my own talk in an appropriate way.</p> <p>I can pronounce mathematical</p>	<p>I can use relevant strategies to build my vocabulary.</p> <p>I can use adventurous and ambitious vocabulary in speech, which is mostly appropriate to the topic, audience and purpose.</p> <p>I can use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>I can confidently explain the meaning of words and offer alternative synonyms.</p>

	see, using a range of vocabulary.						vocabulary correctly. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	I can discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader. I can pronounce mathematical and scientific vocabulary correctly and confidently .
Purpose Summer Term Focus	I can say how I feel and disagree with an adult or friend, using words as well as actions. I can start a conversation with an adult or a friend and continue it for many turns. I can use talk to organise myself and my	I can talk about things that have happened in some detail . I can use talk to help work out problems with my peers and adults. I can explain how things work and why they might happen. I can use social phrases . I	I can think about what I want to say before speaking. I can talk about the world around me. I can retell simple stories and recounts aloud. I can say out loud what I am	I can talk about myself clearly and confidently . I can talk about things that have happened with some added interesting details . I can offer ideas based on what I have heard. I can improve my writing by	I can organise what I want to say so that it has a clear purpose. I can begin to give descriptions, recounts and story retellings with added details to engage listeners. I can read aloud my own writing	I can begin to give descriptions, recounts and story retellings with specific details to engage listeners. I can debate issues and make my opinions on topics clear. I can adapt my ideas when I am given new information.	I can plan and present information clearly with ambitious added detail and description for the listener. I can participate in debates and use relevant details to support my opinions . I can add humour when I	I can communicate confidently across a range of contexts and to a range of audiences . I can explain and justify arguments and opinions with confidence . I can give well-structured descriptions, explanations

	<p>play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>I can play with one or more other children, talking about play ideas.</p> <p>I can show I am unhappy in a kind way with my words and actions.</p> <p>I can talk and reason with others to solve conflicts, seeking help when needed.</p> <p>I can talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>I can talk about what I see, hear and feel.</p>	<p>understand what good manners mean and how to demonstrate them in speech.</p> <p>I can retell stories that I have heard many times before.</p> <p>I can use new words to explain myself.</p> <p>I can talk about my feelings and the feelings of others.</p> <p>I can talk about my family, friends and school.</p> <p>I can talk about what I see, hear and feel whilst I am outside.</p> <p>I can talk to my friends about a subject in growing detail.</p>	<p>going to write about and say a sentence before writing it.</p> <p>I can read aloud my writing clearly enough to be heard by the group and the teacher.</p> <p>I can make polite conversation with an adult.</p>	<p>planning or saying out loud what I am going to write about.</p>	<p>controlling the tone and volume of my voice so that the meaning is clear.</p> <p>I can talk about words and phrases that capture the reader's interest and imagination.</p>	<p>I can read aloud my own writing, to a group or the whole class, using the tone and volume of my voice so that the meaning is clear.</p>	<p>am speaking to an audience when it is appropriate.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	<p>and presentations for different purposes.</p> <p>I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>I can bring a point back to my original thought when my opinions have changed and give reasons for my change of focus.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a</p>
--	--	--	---	--	--	--	--	--

	<p>I can pretend play, using an object to represent something else even though they are not similar.</p> <p>I can tell stories using small world equipment, such as animal sets, dolls and dolls houses.</p>	<p>I can talk about why things might happen.</p> <p>I can talk about my ideas and feelings using full sentences, including use of past, present and future tenses and conjunctions, with support from my teacher.</p> <p>I can read aloud simple sentences and books using the phonics that I know.</p>						focus on the topic and using notes where necessary.
<p>Discussion</p> <p>Summer Term Focus</p>	<p>I can say how I feel and explain when I disagree with an adult or friend, using words and actions.</p> <p>I can talk for some time</p>	<p>I can listen carefully during whole class and small group discussions.</p> <p>I can talk with others in a back-and-forth conversation.</p>	<p>I can hear when it is my turn to speak in a discussion.</p> <p>I can understand that different people will have different ideas and that</p>	<p>I can give enough detail to hold the interest of other people in a discussion.</p> <p>I can join in with meaningful discussions that link to</p>	<p>I can join in with discussions, making relevant points or asking relevant questions to show I have followed a conversation.</p>	<p>I can participate in discussions, making relevant points and ask for specific additional information or viewpoints from others.</p> <p>I can begin to challenge</p>	<p>I can help to develop, agree to and understand rules for effective discussion.</p> <p>I can follow my own rules in small groups and whole-</p>	<p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p>

	<p>about stories I know.</p> <p>I can join in with small group and one-to-one discussions.</p> <p>I can say a little bit more to help others to understand with the help of an adult.</p>	<p>I can join in with small group, class and one-to-one discussions.</p> <p>I can share my own ideas, using words that I know and new words that I have learnt.</p> <p>I can join in with discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>I can share my ideas and feelings using full sentences with support from my teacher.</p> <p>I can add to what I have said if I notice that others do not understand. I sometimes need help from</p>	<p>people are allowed to have their own ideas and opinions.</p> <p>I can join in a talk about what happens in a book.</p> <p>I can join in discussion about what is read to me, taking turns, and listening to what others say.</p> <p>I can sometimes add more to what I have said if I notice that others do not understand.</p>	<p>different topic areas.</p> <p>I can remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p> <p>I can discuss the order of events in stories.</p> <p>I can discuss my favourite words and phrases.</p> <p>I can explain and discuss my understanding of books, poems and other material.</p> <p>I can add more to what I have said to help others to understand my ideas.</p>	<p>I can take listen to the viewpoints of others when joining in with discussions.</p> <p>I can talk in a group about books that are read to me and those that I read, taking turns, and listening to what others say.</p> <p>I can add more to develop what I have said to help others to understand my thinking.</p>	<p>opinions with respect.</p> <p>I can participate in meaningful discussions in all areas of the curriculum.</p> <p>I can take part in in considered discussion about books that are read to me and those that I can read, taking turns, and listening to what others say.</p> <p>I can discuss words and increasingly complex phrases that capture the reader's interest and imagination.</p> <p>I can extend and elaborate on my ideas and thoughts with adult support.</p>	<p>class conversations.</p> <p>I can participate in longer and sustained discussions about a range of topics.</p> <p>I can ask questions, offer suggestions, challenge ideas, and give opinions to take an active part in discussions.</p> <p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.</p> <p>I can extend and elaborate</p>	<p>I can consider and evaluate different viewpoints, adding my own views and building on the contributions of others.</p> <p>I can offer an alternative explanation when other people do not understand.</p> <p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.</p> <p>I can explain and discuss my</p>
--	---	---	---	---	---	--	--	---

		my teacher to do this.					on my ideas and thoughts with some adult support.	understanding of what I have read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary. I can extend and elaborate on my ideas and thoughts.
Performance Summer Term Focus	I begin to become more confident in new social situations – making eye contact and smiling. I can express a point of view and explain why I disagree. I can express my wants using words	I show confidence when I try new activities, being resilient and ‘having a go.’ I can show some independence and resilience when something is challenging. I can sing a range of well-	I can speak clearly in a way that is easy to understand . I can speak clearly in front of larger audiences , e.g. in a class assembly or during a show and tell session.	I can speak confidently, clearly and at an appropriate volume in different situations. I can practise and rehearse reading sentences and stories aloud . I can take on a different role in a drama or role	I speak confidently and clearly in front of a larger audience , recognising the importance of projecting my voice and facing the audience. I can rehearse reading sentences and stories aloud, taking note of feedback from	I can use intonation when reading aloud to emphasise punctuation. I can practise and rehearse sentences and stories, gaining feedback on their performance from teachers and friends. I can take on a specific role in	I can narrate stories with intonation and expression to add detail and excitement for the listener. I can use feedback from friends and teachers (and from observing other speakers) to make improvements to performance .	I can participate confidently in a range of different performances , role-play exercises and improvisations (including acting in role). I can consider the interest of the listener(s). I can select and use appropriate

	<p>and sentences and needs to others.</p> <p>I can make up my own songs or make changes to songs that I know.</p>	<p>known nursery rhymes and songs.</p> <p>I can perform songs, rhymes, poems and stories with others.</p> <p>I can re-tell a familiar story.</p> <p>I can explore and join in with music making and dance, performing on my own or in a group.</p>	<p>I can speak when it is my turn in a small group presentation or play performance.</p> <p>I can take part in a simple role play of a known story.</p> <p>I can read aloud my writing clearly enough to be heard by the group and the teacher.</p> <p>I can recite some poems and rhymes by heart.</p>	<p>play and discuss the character's feelings.</p> <p>I can recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p>I can continue to build up a bank of poems learnt by heart and reciting some with a voice that makes the meaning clear.</p>	<p>teachers and friends.</p> <p>I participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p> <p>I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice, and actions.</p>	<p>role-play/drama activities and participate in character.</p> <p>I can discuss the language choices of other speakers and how this may change in different situations.</p> <p>I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>I can link vocabulary choices and body movement to take on the role of a character.</p> <p>I can prepare and perform poems, plays and stories using appropriate intonation, volume, and movement so that the meaning is clear.</p>	<p>intonation, tone, pace and volume.</p> <p>I can prepare and perform my own compositions, using appropriate intonation, volume, and movement so that the meaning is clear.</p>
--	---	--	---	---	---	--	--	---