

Overview of Progression of Speaking and Listening skills.

STATEMENT	EYFS	KS1	LKS2	UKS2
<p><u>Listen to and respond appropriately to adults and their peers</u></p>	<p>Zones of regulation – emotional understanding (high-quality texts) No Outsiders and Heartsmart. Adults modelling listening and responding to each-other 1:1 conferencing and small group discussions Whole class and reading groups – modelling how to respond including how to disagree Visiting experts Games where children have to listen to and follow instructions (barrier games; blind folds; guiding each other) Promote active listening skills – eye-contact; nodding; demonstrating understanding by giving their interpretation Make is explicit what constitutes good listening and speaking (vocabulary & shades of meaning) Talk partners Drama activities and role play</p>			
	<p>Turn-taking (modelled and applied) Body language Dictation Have a badly behaved puppet to model and correct</p>	<p>Dictation Have role play and discussion /modelling</p>	<p>Dictation Identify levels of formality and appropriate communication Explore different types of talk that we engage in- different ways to communicate</p>	<p>Identify levels of formality and appropriate communication Explore different types of talk that we engage in- different ways to communicate</p>
<p><u>Ask relevant questions to extend their understanding and knowledge</u></p>	<p>Simple questions – using ‘You Choose’ Modelled by staff – share question and answer stems Child-led questions</p>	<p>Moving to children writing simple questions Scaffolded questions and good examples Link to grammar</p>	<p>Pose questions that require reasoning Pose questions that allow application of knowledge and skills from other subjects Role-play: taking a lead in drama activities such as hot-seating Complex questions Model when and how to use question tags</p>	

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		<p>Environment where questions are valued</p> <p>Cross-curricular questions</p> <p>Role play modelled in provision</p> <p>Adults ask secondary questions (what if?)</p> <p>Give appropriate feedback</p> <p>Encourage verbal questioning- model scribing questions using high-quality texts</p>	<p>Research questions across the curriculum</p> <p><i>'Why did the fire start?'</i></p> <p>Encourage a wider way of asking questions – <i>Who, What, Where, When, Why, How, Can, Did, Do, Should, Have</i> etc...</p> <p>Encourage children to create questions for each other to gauge their opinions</p>	<p>More specific questions – writing an interview; rhetorical questions within specific writing tasks</p> <p><i>'Here is the answer, what is the question?'</i></p> <p>Question of the day- linked to reasoning skills</p> <p>For/against debates and arguments</p> <p>Independent research- choosing the question to type into the research model</p> <p>Using what they already know about the topic to ask questions (questions embedded in some knowledge)</p> <p>Ask each other questions informed by texts they have read</p> <p>More complex themes</p>	
<p><u>Use relevant strategies to build their vocabulary</u></p>		<p>Questioning</p> <p>Following interests</p> <p>Tier 1 and Tier 2 vocabulary</p> <p>Nurturing expertise</p> <p>Modelling in role play</p> <p>Text-rich provision</p> <p>High-quality books</p> <p>Rhymes and songs</p> <p>Repeating sharing of same books</p>	<p>Reading in a context</p> <p>Word building</p> <p>Acting out language</p> <p>Modelling</p> <p>Oral rehearsal</p> <p>Vocabulary games</p> <p>Talk for writing</p>	<p>Use technical vocabulary accurately in context</p> <p>Use glossaries and thesaurus</p> <p>Understand that synonyms are words that mean similar and not the same</p> <p>Understand the function of words in a sentence</p>	<p>Clarify words with shades of meaning</p> <p>Understand morphology and etymology</p> <p>Understand the function of words in a sentence</p> <p>Use vocabulary for effect</p> <p>Reader-writer-reader relationship</p>

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				Use <i>Descriptasaurus</i> to enhance speaking and writing <i>'speak like an expert'</i>	Understanding and regulating when 'less is more' Use subject specific language
<u>Articulate and justify answers, arguments and opinions</u>		Modelling 'I like... because... and I don't like... because <i>'You Choose'</i> and other high-quality books Stem sentences Valuing everyone's opinions during all EYFS activities	Modelling how to justify using 'because' when speaking and how to transfer this skill in written form Talking frameworks Questions about other's opinions- how do we disagree politely? High-quality books that generate discussion and different views	Beginning to model debating skills (one side of the argument) Explicitly modelling how to support answers with evidence (explicitly teach opinion as evidence or evidence from the text) Share appropriate stems to support responding to others, ' <i>I agree/disagree with ___ because ___</i> ' Valuing opinions of others – it's ok to disagree	Develop debating skills – can see the 'for and against' Using higher level vocabulary within justifications Vary the audience – matching choice of language with the formality of the audience Developing more mature conjunctions to match the audience (furthermore, moreover)

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				Team work – scribe; chair; questioner; person to recap Oracy Project: Voice 21	Valuing opinions of others – it’s ok to disagree Team work – scribe; chair; questioner; person to recap Oracy Project: Voice 21
<u>Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings</u>		Feely bag activities- describing when a sense is missing Modelling the use of single adjectives Role play Simple emotions Adults modelling Verbal descriptions- shared writing opportunities Retelling stories using big cards/ boxes and smaller pictures Imitating the language from high-quality books	Expanded noun phrases Basic retelling and sequencing- transfer the verbal to the written Verbal instructions – actually telling a peer what to do Promote concise, clear responses Oral rehearsal before writing Adult modelling Retell independently with pictures/ props Feelings of characters	Well-chosen expanded noun phrases with detail (prepositions etc) Summarising key events – inclusive of feelings Voice over explanations/ reports in a style (ipads/ <i>Chatterbox</i>) Tour guide activities Adult modelling Video retelling for a different age group Explicit purpose and audience	Embedded clauses that are meaningful Strong awareness of purpose and audience Emotive language – well-chosen for effect on the reader Uses technical language across the curriculum Analysing and tracking a character in a text- explaining actions/motives and feelings Adult modelling Justifying how we know how a character feels- evidence from the text

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<p><u>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</u></p>		<p>Build on the children’s interests- scaffold and gradually transfer responsibility from the adult modelling to the children Teacher talk- explicit modelling/experience of conversations and what different talk looks like (talking for different purposes: describe; instruct; persuade; report; debate; discuss; clarify) Environment should reflect and demonstrate that children’s contributions are valued Consider dynamics of grouping to ensure all children feel comfortable/ have opportunities Provide experiences and language exposure to give children the skills needed to participate Hot-seating; freeze frame; role on the wall (being in role) Listening in assembly – meetings etc..</p>			
		<p>Model good examples and discuss what makes them good Praise appropriate talk</p>	<p>Model good examples and discuss what makes them good Praise appropriate talk</p>	<p>Give pupils a statement to respond to Develop pupils summarising ‘<i>so what you mean is...</i>’</p>	<p>Team work – scribe; chair; questioner; person to recap</p>

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<p><u>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</u></p>		<p>Turn taking Games that involve prediction Role play Circle time Discussions around pictures- <i>Pobble; Once Upon a Picture</i> etc... Encourage the excitement of speculating – curiosity boxes etc</p>	<p>Group work where pupils need to collaborate Circle time Opportunities to present findings – begin to ask questions Discussions around pictures- <i>Pobble; Once Upon a Picture</i> etc... Stem sentences modelled Scaffold the bridge from speculate to hypothesis Cross-curriculum – disciplinary literacy Reasoning in maths Prediction in science</p>	<p>Present findings in different ways- vary the audience Develop stem sentences Cross-curriculum – disciplinary literacy Refining hypothesis</p>
<p><u>Speak audibly and fluently with an</u></p>		<p>Progression of audience (confidence)</p> <p>□ Family</p>		

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<p><u>increasing command of Standard English</u></p>		<ul style="list-style-type: none"> ☐ Friends/peers ☐ Teachers/staff ☐ Whole class ☐ Visitors to class ☐ Whole-school ☐ Outside school events (specific audience) 			
		<p>Encouraging verbal responses – nurturing each child Nursery rhymes recital- modelled and echoed Talk for Writing Performing in groups Model Standard English</p>	<p>Apply grammar when talking- tenses correction and irregular verbs Encourage full sentences Innovating Poetry recital Proof reading activities – finding errors Extending sentences with conjunctions (as appropriate) Hot seating</p>	<p>Poetry – echo and choral reading Modelling high-quality talk Using a wider range of conjunctions to extend sentences Performing for audiences Editing language Critiquing performances</p>	<p>Debates Poetry- classics Presentations (groups and individuals) VLOG and BLOG Green screen interviews</p>
<p><u>Participate in discussions, presentations,</u></p>		<p>Performing nursery rhymes- actions and words</p>	<p>Performing poetry Challenge what others say and justify</p>	<p>Freeze frames Model dialogue in role Role on the wall</p>	<p>Leavers’ Assembly Role play to advance the action</p>

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<p><u>performances, role play, improvisations and debates</u></p>		<p>Sequence stories Helicopter stories Show and tell Circle time Challenge what others say Home corner talk Role play – children’s interest Staff initiated</p>	<p>Circle time Hot seating Extend role play Acting out events and stories Class assemblies Voice overs</p>	<p>Different purposes and audiences Discussing world issues Discussing inspiring well-known people Learning museums-presenting to other classes Child-led class assemblies Published writing</p>	<p>Explore suitable vocabulary in role Different purposes and audiences Discussing world issues Discussing inspiring well-known people Learning museums-presenting to other classes Child-led class assemblies Published writing</p>
<p><u>Gain, maintain and monitor the interest of the listener(s)</u></p>		<p>Share news Maintain eye contact Child-led chats (1:1) Use role play Personal experience Small World-re-enacting fairy tales; nursery rhymes</p>	<p>Activities to encourage staying on topic Develop ideas and talk at length Show enthusiasm for topics Class assemblies/performance</p>	<p>Reading high-quality dialogue with expression and intonation Show awareness of audience and their interests Recognise social ques in conversations</p>	<p>Weaves subject knowledge of a topic into conversation Speaks with confidence and conviction Identify audiences and show understanding</p>

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			<p>Conversation based questions</p> <p>Developing basic conversation skills</p> <p>Teacher led</p> <p>-performing a poem</p> <p>Show and tell- aware of audience</p> <p>Modelling -prosody</p>	<p>Performances</p> <p>Presentational skills</p> <p>Maintain the interest of a younger listener when reading to them</p> <p>– pace, timing, control and content</p>	<p>for choice of vocabulary</p> <p>Understand how to involve the listener(s) in conversations</p> <p>Maintain the interest of a younger listener(s) when reading to them – pace, timing, control and content</p>
<p><u>Consider and evaluate different viewpoints, attending to and building on the contributions of others</u></p>		<p><i>Voice 21:</i></p> <p>Train children to listen to the views of others and add/build on these views.</p> <p>Use of sentence stems in verbal sessions</p> <p>Talking Trios: listener; speaker; feedback</p> <p>Focused skills, e.g. body language, volume, expression and pace</p> <p>Conscience Alley – develop respect for both points of view</p> <p>Kagan activities – range of different S&L activities to develop oracy and confidence</p>			
		<p>Group discussions – using puppets or objects to encourage pupils to talk</p>	<p>Begin to understand what ‘opinion’ means</p> <p>Give reasons for viewpoints</p> <p>Book reviews</p>	<p>Discuss themes</p> <p>Share and listen to different viewpoints</p> <p>Consider how current events can change opinions</p>	<p>Difference between fact and opinion</p> <p>Debating issues</p> <p>Research different viewpoints</p>

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		<p>Praise and value opinions explicitly (model)</p> <p>Promote sharing opinion – within different areas of provision</p> <p>Turn-taking</p> <p>Games</p> <p>Hot seating</p>	<p>Same experience – valuing different opinions</p> <p>Begin to use sentence stems when justifying</p> <p>Hot seating</p> <p>Character in role</p>	<p>Scaffold debating skills</p>	<p>Question other’s viewpoints in an appropriate manner</p> <p>Consider both sides of the argument</p> <p>Reviews of real life school experiences (compiling a variety of opinions)</p> <p>Questionnaires</p>
<p><u>Select and use appropriate registers for effective communication</u></p>		<p>Whole-school situations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seasonal <input type="checkbox"/> Church life <input type="checkbox"/> Assembly <input type="checkbox"/> Performances <input type="checkbox"/> Poetry share 			
		<p>Real-life experiences</p> <p>Show and tell</p> <p>Modelling talking in different scenarios</p> <p>Stories</p> <p>Opportunities to apply this in ‘free play’</p>	<p>Writing for different audiences</p> <p>Informal and formal conventions modelled</p> <p>Real life experiences</p> <p>Role play – hot seating, different perspectives</p>	<p>Writing for different audiences</p> <p>Informal and formal conventions modelled</p> <p>Role play</p> <p>Modelling skills</p> <p>Writing tasks- vary the audience</p>	<p>Writing for different audiences</p> <p>Informal and formal conventions modelled</p> <p>Provide opportunities for speaking to different audiences (including formal)</p>

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		Expressing needs – modelling and insisting on ‘Please may I...’	(characters from the same book with a different view) Cross-curricular presentations If I ... then (predictions in maths/science etc) Show and tell Reading – responding to characters- fluency	Drama – characterisation Writing for different purposes (including speeches) Opportunities to watch and join in presentations Reading – fluency-prosody	Debating (formal sentence stems) Ownership when writing (choosing audience) Reading Scale of formality
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