



# EYFS & KS1 Progression of Speaking and Listening Skills

	EYFS			Year 1	Year 2
	3 to 4 yrs	Reception	Early Learning Goals		
<b>Listening</b>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Listen with increased attention to sounds.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and response</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>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</p>	<p>To listen to others in a range of situations and usually respond appropriately.</p>	<p>To listen carefully and respond with increasing appropriateness to what has been said.</p> <p>For example: Make an appropriate contribution when speaking in a small groups.</p>
<b>Following instructions</b>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p>	<p>Developing ability to follow a sequence of instructions involving several ideas or actions</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions and sequences</p>	<p>To understand instructions with more than one point in many situations.</p>	<p>To fully understand instructions with more than one point in many situations and independently seek</p>

		Increasingly follow rules, understanding why they are important.	involving several ideas or actions.  Explain the reasons for rules, know right from wrong and try to behave accordingly.		clarification when a message is not clear. To attempt to follow instructions before seeking assistance
<b>Asking and Answering Questions</b>	Ask simple questions to address a personal need.  Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	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 they have heard and ask questions to clarify their understanding.  Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	To begin to ask questions that are linked to the topic being discussed.  To answer questions on a wider range of topics (sometimes may only be one-word answers).	To show that they are following a conversation by asking relevant and timely questions.  To answer questions using clear sentences.  To begin to give reasoning behind their answers when prompted to do so.
<b>Speaking for a range of purposes</b>	Can start a conversation with an adult or a friend, and continue it.  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'  Engage in conversations about stories, learning new vocabulary.	Name and describe people who are familiar to them. Start and continue conversations with peers. Develop social phrases. Use language to be assertive and start to negotiate.  Express their feelings and consider the feelings of others.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Talk about the lives of the people around them and their roles in society  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	To organise their thoughts into sentences before expressing them.  To be able to describe their immediate world and environment.  To retell simple stories and recounts aloud.  To recognise when it is their turn to speak in a discussion.	To talk about themselves clearly and confidently.  To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.  To give enough detail to hold the interest of other participant(s) in a discussion.

	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</p> <p>Use senses and talk about what they see, hear, smell, touch and taste.</p>	<p>Talk about their immediate family and community.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Listen to, talk about and retell story- once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use new vocabulary in different contexts.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <p>Make comments about what they have heard and ask questions to clarify their meanings.</p> <p>Express their ideas and feelings about their experiences.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>
<p><b>Vocabulary development</b></p>	<p>Use a wider range of vocabulary.</p> <p>Develop their communication,</p>	<p>Learn new vocabulary.</p> <p>Use new</p>	<p>Participate in small group, class and one-to-one discussions, offering their own</p>	<p>To use appropriate vocabulary to describe their immediate world</p>	<p>To start to use subject- specific vocabulary to explain, describe</p>

<p><b>and use of Standard English</b></p>	<p>but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>	<p>ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences <u>using full sentences</u>, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p>	<p>and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p>
<p><b>Drama and Performance</b></p>	<p>Create their own songs, or improvise a song around one they know.</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasing matching the pitch</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Sings a range of well-known nursery rhymes and songs.</p> <p>Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music</p>	<p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>

		<p>and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>			
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Adapted from Twinkl progression in Spoken Language document