



# KS2 Progression of Speaking and Listening Skills

	Year 3	Year 4	Year 5	Year 6
<b>Listening and following instructions</b>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>To follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>To follow multi-step instructions with minimal need for repetition</p>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g., 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>To follow complex directions/ multi-step instructions without the need for repetition</p>	<p>To make improvements based on constructive feedback on their listening skills.</p> <p>To follow complex directions/ multi-step instructions without the need for repetition</p>
<b>Speaking for a range of purposes</b>	<p>To organise what they want to say so it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p> <p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p> <p>To generate relevant questions to ask a specific speaker in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>To participate in debates,/arguments and use relevant details to support their opinions..</p> <p>To ask questions which deepen conversations and further their knowledge.</p> <p>To understand how to answer questions that require more detailed answers.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

				<p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p> <p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers with confidence in range of situations.</p>
<p><b>Vocabulary development and use of Standard English</b></p>	<p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To recognise powerful vocabulary in stories/text that they read or listen to and begin to try and use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories./texts that they have read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>to regularly use interesting adjectives adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories texts that they read or listen to, build these words and phrases into their own talk in an appropriate way.</p>	<p>To use relevant strategies to build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.</p> <p>To speak audibly, fluently and with the full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts in a range of topics.</p> <p>To confidently explain the meaning of words and offer alternative synonyms.</p>

<h2 style="text-align: center;">Drama and Performance</h2>	<p>To rehearse reading sentences and stories aloud taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role-play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>To use intonation when reading aloud to emphasize punctuation.</p> <p>To practice and rehearse sentences in stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a specific role in role play drama activities and participate in focus discussion while remaining in a character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback from peers and teachers brackets (and from observing other speakers) make improvements to performance.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role close).</p> <p>To gain, maintain and monitor the interest of the listeners.</p> <p>To select and use appropriate registers for effective communication.</p>
<h2 style="text-align: center;">Wider Opportunities (Outside of planned lessons)</h2>	<p>Poetry – learning poetry off by heart, performing in front of an audience.</p>	<p>Poetry – learning poetry off by heart, performing in front of an audience.</p>	<p>Poetry– learning poetry off by heart, performing in front of an audience.</p>	<p>Poetry – learning poetry off by heart, performing in front of an audience.</p>

Adapted from Twinkl progression in Spoken Language document