

Speaking and Listening: Skills progression grid

Vision: Speaking and listening is the foundation for all learning and is embedded across the curriculum. The national curriculum reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their curriculum vocabulary and articulating concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

A separate toolkit is available for generic speaking, listening and drama activities (see No Pens Day 2016, speaking and listening games and activities)

<p><u>Spoken language (from NC)</u></p>	<p>Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.</p>
<p><u>Spoken language STATUTORY REQUIREMENTS (from NC)</u> These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>listen</i> and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates (<i>see below for progressive activities</i>) • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.
<p><u>To deliver this in all classrooms we have</u></p>	<p>Learning partners and teachers use Turn and Tell your partner in all lessons Key Vocabulary is explicitly taught, displayed and expected in all spoken and written work. Weekly opportunity to discuss own opinions through the CGNN and student parliament All adults model a high level of spoken language Ask higher order thinking questions in all lessons and use questioning techniques for all to respond Use talk activities as part of all learning journeys.</p>

Vocabulary development (from NC)	Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.
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Progression in Speaking and Listening skills

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Pitch, tone, register and awareness of audience skills progression	<p>Understand the need to look at who's talking to them and think about what they are saying.</p> <p>Show they can use language to reason and persuade eg Can I go outside because it's stopped raining</p> <p><i>(source: Universally Speaking document, by age 5 development)</i></p>	<p>Becoming aware that they need to use different styles of talk with different people. They will use different words when they are talking to friends than when they are talking to a teacher</p> <p><i>(source: Universally Speaking document, by age 7 development)</i></p>	<p>Put interest into their voices to make storytelling exciting and come to life.</p> <p>Use formal language when appropriate in some familiar situations eg showing a visitor around school.</p> <p><i>(source: Universally Speaking document, by age 9 development)</i></p>	<p>Start to project voice so everyone can hear it</p> <p>Start to vary the pitch, tone and rhythm of voice</p> <p>Begin to use gestures and body movements to help convey the points they want to make</p> <p><i>(source: year 7 apprentice physical skills Voice21 website)</i></p>	<p>Develop presence as a performer, controlling voice and movement</p> <p>Use several different tones of voice and adapt voice to context</p> <p>Use subtle gestures and body language to indicate a range of different emotions</p> <p><i>(source: year 7 developing physical skills Voice21 website)</i></p>	

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Sentence structure/ language to be included in discussions/ debates/ improvisations / performances and presentations.</p> <p><i>These are taken from the SPaG statements and should be embedded in writing by the end of the year, so introduced into spoken language as early as possible in the year</i></p>	<p>Use of past and present tense</p> <p>Say sentences with a single adjective</p> <p>Ask questions</p> <p>Use exclamation sentences</p>	<p>Use of past and present tense</p> <p>Say sentences with an expanded noun phrase eg The grand, old mansion with towering chimneys.</p> <p>Ask questions</p> <p>Use exclamation sentences</p> <p>Use commands</p> <p>Use statements</p>	<p>Use of past and present tense</p> <p>Use of adverbs and adverbials to add detail: when, why, where</p>	<p>Use of past and present tense</p> <p>Use of adverbs and adverbials to add detail: when, why, where</p> <p>Figurative language: similes, metaphors, personification, alliteration, onomatopoeia</p> <p>Fronted adverbials</p>	<p>Use of past and present tense</p> <p>Use of adverbs and adverbials to add detail: when, what, why, how, where.</p> <p>Figurative language: similes, metaphors, personification, alliteration, onomatopoeia</p>	<p>Use of past and present tense</p> <p>Use of adverbs and adverbials to add detail: when, what, why, how, where.</p> <p>Figurative language: similes, metaphors, personification, alliteration, onomatopoeia</p> <p>Use of preposition phrases to add detail</p>
	<p><u>Subordinating conjunctions</u> because</p> <p><u>Co-ordinating conjunctions</u> and, but, or</p>	<p><u>Subordinating conjunctions</u> when, if, that, because, until, since,</p> <p><u>Co-ordinating conjunctions</u> so, and, but, or</p>	<p><u>Subordinating conjunctions</u> after, although, as, when, wherever, whenever, whilst, where, how, if, in order, that , though, because, before, unless, until</p> <p><u>Co-ordinating conjunctions</u> for, and, nor, but, or, yet, so</p>	<p><u>Subordinating conjunctions</u> after, although, as, when, wherever, whenever, whilst, where, how, if, in order, that , though, because, before, unless, until</p> <p><u>Co-ordinating conjunctions</u> for, and, nor, but, or, yet, so</p>	<p><u>Subordinating conjunctions</u> after, although, as, when, wherever, whenever, whilst, where, whether, how, if, in case, in order, that , though, even if, even though, ever since, because, before, unless, until, since</p> <p><u>Co-ordinating conjunctions</u> for, and, nor, but, or, yet, so</p>	<p><u>Subordinating conjunctions</u> after, although, as, when, wherever, whenever, whilst, where, whether, how, if, in case, in order, that , though, even if, even though, ever since, because, before, unless, until, since</p> <p><u>Co-ordinating conjunctions</u> for, and, nor, but, or, yet, so</p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Discussions: discussions stimulate critical thinking. They demonstrate that every child's opinion is valued and that their contributions are appreciated. Discussions promote opportunities for challenge and they enable children to think more deeply, articulating their ideas more clearly. Frequent questions, whether asked by adults or by the children, provide a means of measuring learning and exploring in-depth the key concepts.</p> <p>REMEMBER TO REFER BACK TO YOUR YEAR GROUP SPAG CONJUNCTIONS!</p>	<p>Ask and answer questions for specific information.</p> <p>Listen to a partner</p> <p><i>I think that...</i></p> <p><i>What do you think?</i></p> <p>Partner discussion: Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.</p>	<p>Ask and answer questions to develop understanding.</p> <p>Listen to others and put forward their own points. Allow others to talk without interrupting and take turns</p> <p><i>I agree with.....</i></p> <p><i>I disagree with....</i></p> <p>Small group discussion: Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p>	<p>Ask and answer questions to extend understanding- how and why?</p> <p>Can follow the main points of discussion and make contributions which show understanding</p> <p><i>On the other hand....</i></p> <p><i>My opinion is... because.....</i></p> <p><i>Can you explain further why you think.....</i></p> <p>Group discussion Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>	<p>Ask and answer questions to extend understanding- how and why?</p> <p>Make relevant contributions that follow on from what others have said. Comments are based on their own experience/ understanding</p> <p><i>I would like to add..</i></p> <p><i>Can you tell me why you think?</i></p> <p><i>In contrast I think..</i></p> <p>Whole class discussions Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion.</p>	<p>Ask questions about others points of view and respond appropriately.</p> <p>Make relevant contributions that follow on from what others have said. Comments widen the discussion</p> <p><i>In addition....</i></p> <p><i>Could it also be that</i></p> <p><i>Can you explain further?</i></p> <p>Whole class discussion Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p>	<p>Ask questions to explore and develop ideas.</p> <p>Listen closely to other contributions and ask questions to get greater clarity or develop the task.</p> <p><i>I have a different idea, I think....</i></p> <p><i>I have the same opinion as...</i></p> <p><i>I would like to go back to... and add..</i></p> <p>Whole class discussion Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Debate: differs from a discussion in that it is a formal discussion that takes place in a public forum. Opposing arguments are fronted on a particular subject, ending in a vote to determine the merits of argument and persuasive oracy employed to advance a particular cause.</p> <p><i>Progression for debate is through the tasks set out here for each year group</i></p>	<p>Can say their likes and dislikes about a topic</p> <p><i>I likebecause.....</i></p>	<p>Can begin to give their opinion in a range of contexts.</p> <p><i>I think ...because...</i></p> <p><i>I agree/ disagree with... because.....</i></p>	<p>Can say why they hold a view about a topic or issue.</p> <p><i>I would like to suggest..</i></p> <p><i>In my opinion..</i></p> <p><i>I respectfully agree/ disagree with...</i></p> <p>Develop growing understanding and awareness of what debating is and how it works. Exploring the areas of debating roles in real-world contexts.</p>	<p>Can explain their own ideas and opinions clearly using vocabulary relevant to the topic.</p> <p><i>I firmly believe that...</i></p> <p><i>My reasons for supporting this are...</i></p> <p>Debate against peers: <i>personal interest topics eg is school uniform a good or bad thing</i></p>	<p>Can justify their own ideas and opinions using vocabulary relevant to the topic</p> <p><i>May I point out...</i></p> <p><i>I would like to add...</i></p> <p><i>To support my opinion.....</i></p> <p>Debate against teachers of own class: <i>personal / school interest topics eg should we be allowed to bring mobile phones to school)</i></p>	<p>Can offer ideas and opinions in a developed way and can offer good reasons for their views using specialised vocabulary.</p> <p><i>Let me add to what we have been discussing..</i></p> <p><i>In argument against that point..</i></p> <p>Debate: <i>on a topic that is not familiar eg should the government be spending millions of pounds on renewing Trident, with unfamiliar staff, audition for Coventry primary schools debating competition</i></p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Improvisation: create spontaneously without preparation</p> <p><i>Progression for improvisation is through the tasks set out here for each year group ie early improvisation is practical and concrete, higher up the school the tasks are more abstract</i></p>	<p>Can take on the role of someone else</p> <p>Finger puppets or mask, ask them to assume a new personality (not their own)</p>	<p>Can take on the role of someone else and interact with others in role</p> <p>Use a picture or photographs of people speaking to each other eg at the airport, train station – improvise the conversation</p>	<p>Maintain a role by showing an understanding of it by responding appropriately to others</p> <p>Two characters with clear facial expression, improvise the conversation</p>	<p>Can take on a role and add their own ideas to develop the character eg. Body language, tone.</p> <p>Take on the character of different Vikings form How to catch a dragon</p>	<p>Can take on a role and add their own ideas to develop the character eg. Body language, tone.</p> <p>Watch a video clip with the sound off, children are assigned roles and act out what they think is taking place between the characters</p>	<p>Can adapt to different and evolving situations by maintaining a role</p> <p>Use a prop to spark conversation or a narrative eg an evacuee finds a mystery object in case</p>
<p>Performances</p> <p><i>Progression for performing is shown through delivery/register eg how they deliver – see pitch tone etc and audience</i></p> <p>All children will have the opportunity to take part in whole school activities (eg World Book Day) or class assemblies as timetabled throughout the year</p>	<p>Performance linked to theme OR a performance of a poem/ story from literacy</p> <p>Audience: Within class</p>	<p>Performance linked to theme OR a performance of a poem/ story from literacy.</p> <p>Audience: to another class in their year group</p>	<p>Performance linked to theme OR a performance of a poem/ story from literacy.</p> <p>Audience: to another class in a different year group</p>	<p>Performance linked to theme OR a performance of a poem/ story from literacy.</p> <p>Audience: to another class in a different year group</p>	<p>Performance linked to theme OR a performance of a poem/ story from literacy.</p> <p>Audience: a group of familiar adults within school</p>	<p>Performance linked to theme OR a performance of a poem/ story from literacy.</p> <p>Audience: Find the confidence to speak in front of an unfamiliar audience eg other parents, schools, events or communities outside of school</p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Presentations</u></p> <p><u>It is essential that children use key vocabulary.</u></p>	<p>Talk about their experiences in a way that can be understood</p> <p>Speak audibly to be heard and understood</p> <p>Show and tell.</p>	<p>Talk about events in sequence with supporting detail</p> <p>Speak clearly to be heard and understood</p> <p>Using Adobe Voice or similar software, as a group, produce a presentation of end of theme learning</p>	<p>Plan what to say so that it has structure that makes sense to the listener.</p> <p>Vary voice and intonation</p> <p>Group presentation to a familiar audience</p>	<p>Plan an approach to the presentation, taking account of audience and purpose</p> <p>Use language techniques and register to engage the listener</p> <p>Group presentation to an unfamiliar audience</p>	<p>Structure the presentation logically and coherently giving an introduction and conclusion.</p> <p>Use language techniques and register to engage and maintain the interest of the listener</p> <p>Independent presentation to a familiar audience eg present to parents their own learning at final parents evening of the year</p>	<p>Structure the presentation logically and coherently giving an introduction and conclusion.</p> <p>Use language techniques and register to engage and maintain the interest of the listener.</p> <p>Independent presentation to an unfamiliar audience eg children to present about themselves to their new teacher</p>

Appendix 1- Language Development

<p>Speech and language development http://www.talkingpoint.org.uk/ages-and-stages</p>	<p>Often by 5 or 6 years, children have good communication skills. They are better at using language in different ways e.g. discussing ideas or giving opinions.</p> <p>Children develop skills at different rates, but beyond 5 years, usually children will:</p> <ul style="list-style-type: none">• Focus on one thing for longer without being reminded.• Rely less on pictures and objects to learn new words.• Use their language skills in learning to read, write and spell.• Learn that the same word can mean two things, such as 'orange' the fruit and 'orange' the colour.• Learn that different words can mean the same thing such as 'minus' and 'take away'.• Understand feelings and descriptive words like 'carefully', 'slowly' or 'clever'.• Use language for different purposes such as asking questions or persuading.• Share and discuss more complex ideas.• Use language in a range of social situations. <p>http://www.talkingpoint.org.uk/ages-and-stages/5-7-years [accessed 13th September 2016]</p>	<p>Speech, language and communication development is a gradual process. Children develop skills at different rates, but beyond 8 years, usually children will:</p> <ul style="list-style-type: none">• Use language to predict and draw conclusions.• Use long and complex sentences.• Understand other points of view and show that they agree or disagree.• Understand comparative words e.g. 'it was earlier than yesterday'.• Keep a conversation going by giving reasons and explaining choices.• Start conversations with adults and children they don't know.• Understand and use passive sentences e.g. "the thief is chased by the policeman". <p>http://www.talkingpoint.org.uk/ages-and-stages/7-11-years [accessed 16th September 2016]</p>
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Appendix 2- Drama Progression

<p><u>Drama vision</u> <u>(from NC)</u></p>	<p>All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p>					
<p><u>Drama</u> <u>(from PAS)</u></p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Planning:</u> Discussion Rehearsing Group Work</p>	<p>Follows simple instructions. Works well in whole group drama activities.</p>	<p>Follows all instructions. Works as an individual and in different sized groups. Understands the need to take turns.</p>	<p>Listens well. Can work in group to create drama without teacher's input to some degree. Can communicate own ideas to the rest of their group successfully.</p>	<p>Responds to instructions, questions and other stimuli quickly. Contributes own ideas and listens to others. Takes turns to speak, listen to the views of others and compromise with ideas. Decides how to use a mixture of ideas within a set drama task.</p>	<p>Follows instructions and asks appropriate questions to get further clarification. Responds and asks questions about the views of others. Ensure all contributions are listened to, allocate tasks/roles, consider alternatives and reach an effective agreement. Swiftly move discussion to action.</p>	<p>Follow all instructions quickly and fully to the best of your ability. Include and respond to all members of the group equally. Use time, resources, space, group members efficiently. Divide allocated time to task to discuss, plan and rehearse. Allow time to make changes if necessary. Able to give reasons for decisions made.</p>
<p><u>Doing:</u> Role Play Devising Improvisation Imaginative Play Storytelling Characterisation Exploring themes and issues Vocal exploration Performing to an audience Writing a script</p>	<p>Can use their imagination to create different characters, moods, environments in whole group led activities.</p>	<p>Act along to a narrated story. Understand and explore mime practically. Use different vocal techniques to create different effects.</p>	<p>Express themselves simply through structured role play. Use their understanding of real life and imaginary worlds to imitate actions and use some speech to communicate through role play.</p>	<p>Use appropriate language and movements when engaged in spontaneous and structured role play activities. Take part in improvised imaginative play. Adopt a specific role, making conscious use of appropriate gesture and movement.</p>	<p>Explore familiar themes and characters through improvisation and role play. Act out own and well known stories using different voices for characters. Explore issues or scenarios linked to themes through role play. Retell well known stories.</p>	<p>Adapt role play as new scenarios are presented. Present role play clearly and confidently to an audience. Develop scripts based on improvisations or role plays. Improvise in front of audience using a range of starting points/stimuli. Make up and tell imagined stories.</p>

Drama (from PAS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Performance Speaking Reading (refer to speaking and listening curriculum)</p>	<p>Will talk about things of immediate interest. Can describe what they can see/is happening.</p>	<p>Confidence to talk in context as part of a task is building. Listens carefully. Growing vocabulary evident.</p>	<p>Pupils talk and listen confidently in a variety of contexts. Speaks in audible voice. Will perform to the teacher. Year 3 from NC: Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.</p>	<p>Has an interesting and varied vocabulary when talking. In group discussions, shows understanding of main points. Asks questions that are responsive to others ideas and views. Confident to read from script aloud. Will perform confidently to whole class.</p>	<p>Confident to read from script aloud and in character using appropriate expression. Can relate own life experiences to drama scenarios/characters and discuss-using this to enhance performance. Ideas developed thoughtfully. Conveys opinions clearly. Happy to perform to a variety of audiences – class, whole school, teachers, parents. Create moments which engage the audience fully.</p>	<p>Speaks with clarity and appropriate use of pace, pause, tone, volume and expression when reading aloud from script. Adapts what they say to the needs of the listener, varying the use of vocabulary. Can memorise script with ease. Engage the audience throughout. Thrives on performance.</p>
<p>Evaluating own work Constructive feedback of other people's work Awareness of how all work can be developed/improved</p>	<p>Can say what parts of the session they enjoyed the most and why.</p>	<p>Can identify what they did well in the session. Discuss what they would like to do more of and in which areas they could try harder.</p>	<p>Responds to drama they have watched as well as participated in. Discusses why they like a performance and how it might have been improved. Feedback simply on the effectiveness of their own drama presented.</p>	<p>Responds to drama they have watched by referencing certain characters, repeating some highlights and keeping all comments constructive. Consider how effectively mood or atmosphere was created. When evaluating own drama presented, suggests ways it could have been improved or developed with more time.</p>	<p>Identify and discuss qualities of other performances including gesture, action, use of space and resources. Evaluates their own performance fully.</p>	<p>Evaluate how the dramas they have watched impacted on them personally and the effectiveness of the different theatrical devices used. Make specific suggestions of ideas that would work well in their piece to enhance what is already there.</p>

Glossary / toolkit

<p>Theatrical devices</p>	<p>Expressing own ideas and listening to others</p> <p>Role play</p> <p>Storytelling</p> <p>Freeze frame</p> <p>Mime</p> <p>Characterisation</p> <p>Voice</p> <p>Movement</p> <p>Performance</p> <p>Responding to stimuli: Music, props, costume, poems, stories, artefacts, pictures, photographs etc</p> <p>Evaluating and constructive feedback (carefully modelled and supervised by adult)</p>	<p>Year 1 plus:</p> <p>Working as a group and individually</p> <p>Improvisation</p> <p>Hot Seating (after an adult model)</p> <p>Voice</p> <p>Movement</p> <p>Performance</p>	<p>Year 2 plus:</p> <p>Effective group planning and time management</p> <p>Narrating</p> <p>Hot seating</p> <p>Voice</p> <p>Movement</p> <p>Performance</p>	<p>Year 3 plus:</p> <p>Devising</p> <p>Voice</p> <p>Movement</p> <p>Performance</p>	<p>Year 4 plus:</p> <p>Script work</p> <p>Thought tracking</p> <p>Voice</p> <p>Movement</p> <p>Performance</p>	<p>Year 5 plus:</p> <p>Cross cutting (split scenes ongoing and freezing as another one continues)</p> <p>Voice</p> <p>Movement</p> <p>Performance</p> <p>Communication with audience</p>
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