

**Hatherleigh Primary School Progression of Knowledge, Skills and Understanding – Speaking and Listening**

		EYFS	Years 1/2	Years 3/4	Years 5/6
English	Speaking and Listening	<p><b>ELG: Listening, Attention and Understanding</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to the speaker making simple comments and suggestions.</li> <li>Make helpful contributions when speaking in turns, in pairs and in small groups.</li> <li>Begin to ask questions that link clearly to the topic being discussed.</li> <li>Show that the conversation is being followed through the questions that are asked.</li> <li>To be encouraged to listen to and use new vocabulary to develop their own vocabularies.</li> <li>Given opportunities to use this vocabulary in a variety of meaningful contexts.</li> <li>To be encouraged to think of alternatives for simple vocabulary choices.</li> <li>Can answer questions clearly in sentences.</li> <li>Can give a reason for their answer when asked                      Are encouraged to explore why they have certain thoughts or opinions.</li> <li>Being able to describe their immediate world and environment.</li> <li>Can talk about themselves clearly and confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a speaker’s main ideas, developing them through comments and suggestions. Build on ideas shared.</li> <li>Work in a variety of group situations following appropriate etiquette for group dynamic.</li> <li>Generate questions to ask a specific speaker / audience in response to a talk / conversation.</li> <li>Ask questions in direct response to something heard / presented.</li> <li>To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects.</li> <li>To use new vocabulary within the correct context.</li> <li>Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience.</li> <li>Can give answers to questions that are supported by justifiable reasons.</li> <li>Can support own ideas and opinions with explanation.</li> <li>Can develop ideas and feelings through sustained talk.</li> <li>Can organise what they want to say so that it is clear to the listener.</li> </ul>	<ul style="list-style-type: none"> <li>Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and develop the speaker’s ideas in different ways.</li> <li>Refer to others comments when articulating own ideas.</li> <li>Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group.</li> <li>Spontaneously ask questions which develop the conversation and take ideas or knowledge further.</li> <li>Using vocabulary appropriately and for effect.</li> <li>Use appropriate terminology linked to other curriculum subjects.</li> <li>Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions.</li> <li>Can sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation.</li> <li>Can present ideas / opinions coherently, supported with reasons.</li> <li>Can talk about feelings, thoughts and ideas with some detail to make meaning explicit.</li> </ul>

		EYFS	Years 1/2	Years 3/4	Years 5/6
English	Speaking and Listening (continued)			<ul style="list-style-type: none"> <li>• Take account of the viewpoints of others when building own arguments and offering responses.</li> <li>• Begin to adapt suitable styles of delivery dependent on task / audience.</li> <li>• Recognise how language choices vary in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in debates, following appropriate etiquette, and conventions.</li> <li>• Be aware of the listener and adapt talk to maintain the listener's interest.</li> <li>• Express and explain relevant ideas with some elaboration to make meaning explicit.</li> <li>• Maintain control and effective organisation of a talk to guide the listener.</li> <li>• Adapt vocabulary, grammar and non-verbal features to maintain listener's interest.</li> <li>• Refer to the viewpoints of others providing supporting evidence or counter- balancing these with their own opinions.</li> <li>• Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk.</li> </ul>