



Speaking and Listening Progression

| Year Group / Area | Physical                                                                                                                                                                                                                                       | Cognitive                                                                                                                                                                                                                                                                                                                                  | Linguistic                                                                                                                                                                                                                         | Social & Emotional                                                                                                                                                                                                    |
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| <b>EYFS</b>       | <ul style="list-style-type: none"> <li>To speak audibly and clearly using full sentences.</li> <li>To use my voice to show expression when retelling events.</li> <li>To use gestures to support meaning in play.</li> </ul>                   | <ul style="list-style-type: none"> <li>To use conjunctions to link ideas with words such as 'if', 'because', 'so', 'could' and 'but'.</li> <li>To use new words in play (recently introduced vocabulary).</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>To say how I feel.</li> <li>To offer relevant contributions and ask questions I can explain why I can retell important events in my life.</li> </ul>                                        | <ul style="list-style-type: none"> <li>To sit, look and listen.</li> <li>To listen and respond by making comments and asking relevant questions.</li> <li>To take turns to talk and maintain conversation.</li> </ul> |
| <b>Year 1</b>     | <ul style="list-style-type: none"> <li>To use the 'right' voice (inside voice, outside voice).</li> <li>To begin to use my voice to show expression when reading.</li> <li>To speak clearly and confidently in a range of contexts.</li> </ul> | <ul style="list-style-type: none"> <li>To use different sentence stems, e.g. I agree with ... because.</li> <li>To agree or disagree and say why.</li> <li>To use vocabulary appropriate specific to the topic at hand.</li> <li>To use conjunctions to organise and sequence ideas, e.g. first, next, then, after and finally.</li> </ul> | <ul style="list-style-type: none"> <li>To say why I think something.</li> <li>To build on other points of view.</li> <li>To begin to challenge other points of view.</li> <li>To ask for help when I do not understand.</li> </ul> | <ul style="list-style-type: none"> <li>To take turns in a group discussion with peers and might change my mind based on what I have heard.</li> <li>To have a discussion without the help of an adult.</li> </ul>     |

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| <p><b>Year 2</b></p> | <ul style="list-style-type: none"> <li>• To begin to use gestures and facial expressions to support my speech.</li> <li>• To project my voice in a larger space.</li> </ul> | <ul style="list-style-type: none"> <li>• To use subject specific vocabulary.</li> <li>• To use a variety of sentence openers.</li> <li>• To begin to speak in Standard English.</li> <li>• To begin to speak differently for different audiences and characters in direct speech.</li> <li>• To use a variety of sentence stems to signal when I am building on or</li> <li>• challenging others' ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• To ask relevant questions.</li> <li>• To make appropriate connections between what has been said and my own/others' experiences.</li> <li>• To express a different opinion from others.</li> <li>• To build on others' ideas in discussion.</li> </ul> | <ul style="list-style-type: none"> <li>• To begin to develop an awareness of audience.</li> <li>• To make what I am saying exciting for my audience.</li> <li>• To invite others to join in with discussions.</li> <li>• To confidently deliver short, prepared material.</li> </ul>                                         |
| <p><b>Year 3</b></p> | <ul style="list-style-type: none"> <li>• To vary the tone of my voice for effect.</li> <li>• To consider my position and posture when addressing an audience.</li> </ul>    | <ul style="list-style-type: none"> <li>• To use specialist tier 3 vocabulary.</li> <li>• To speak in Standard English.</li> <li>• To be able to use specialist language to describe my own and others' talk.</li> <li>• To make precise language choices.</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>• To summarise a discussion.</li> <li>• To use speech to reach a shared agreement.</li> <li>• To offer opinions that are not my own.</li> <li>• To reflect on discussions and identify how to improve.</li> </ul>                                        | <ul style="list-style-type: none"> <li>• To value other people's contributions to a discussion.</li> <li>• To speak with confidence in front of an audience.</li> <li>• To adapt the content of direct speech for a specific audience.</li> <li>• To confidently deliver longer, more complex pieces of material.</li> </ul> |

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| <p><b>Year 4</b></p> | <ul style="list-style-type: none"> <li>• To begin to consider movement when addressing an audience.</li> <li>• To use pauses for effect in presentational talk.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• To use age-related sentence structures when speaking.</li> <li>• To speak fluently in Standard English.</li> <li>• To begin to make effective language choices.</li> </ul> | <ul style="list-style-type: none"> <li>• To justify opinions with supporting evidence.</li> <li>• To reflect on my own oracy skills.</li> <li>• To ask probing questions.</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>• To respond to an audience reaction.</li> <li>• To understand when others disagree without taking it personally.</li> <li>• To establish roles within formal discussions and recognise subtle prompts for turn taking.</li> </ul> |
| <p><b>Year 5</b></p> | <ul style="list-style-type: none"> <li>• To use body language, facial expression and natural gestures to support my speech.</li> <li>• To speak with passion and flair.</li> <li>• To project my voice to a larger audience.</li> </ul> | <ul style="list-style-type: none"> <li>• To apply a range of sentence stems with fluency and accuracy.</li> <li>• To make sophisticated vocabulary choices.</li> </ul>                                              | <ul style="list-style-type: none"> <li>• To direct discussions.</li> <li>• To ensure discussion remains on track.</li> <li>• To elaborate on my ideas and those of others.</li> <li>• To use speech to come to a compromise.</li> <li>• To draw upon knowledge of the world to support viewpoints.</li> </ul> | <ul style="list-style-type: none"> <li>• To explore different perspectives.</li> <li>• To listen for extended periods of time.</li> <li>• To speak to adults confidently and politely.</li> </ul>                                                                         |

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| <p><b>Year 6</b></p> | <ul style="list-style-type: none"> <li>• To have a stage presence.</li> <li>• To deliberately adapt pace, tone and volume of voice to read or perform with prosody.</li> <li>• To demonstrate confidence in front of an audience.</li> </ul> | <ul style="list-style-type: none"> <li>• To use a range of sentence structures for effect.</li> <li>• To feel comfortable using idioms and expression.</li> </ul> | <ul style="list-style-type: none"> <li>• To negotiate an agreement.</li> <li>• To critically examine ideas and views of others and respond to them.</li> <li>• To elaborate using detailed descriptions, reasons and examples.</li> </ul> | <ul style="list-style-type: none"> <li>• To begin to use humour.</li> <li>• To read an audience and respond to their needs.</li> <li>• To develop appropriate content to match the purpose and audience.</li> </ul> |
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