

Skills Progression Map: Speaking and Listening

	Y3	Y4	Y5	Y6
Speaking & Listening	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> i. Maintain their listening attention for a greater length of time, staying on topic and responding to comments. ii. Show more confidence when talking and listening in different contexts, exploring and communicating various ideas. iii. Speak audibly and fluently using a growing vocabulary, and show an increasing awareness of Standard English and when it is used. iv. Take part in a group task, discuss it constructively with the other children. v. Describe clearly what they have observed, making effective use of feelings. vi. Speak in a role in dramatic play. vii. Select and use appropriate registers for effective communication, using gesture and movement in association with the voice when effective communication demands it 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> i. Comprehend the main ideas in information conveyed orally showing they have listened carefully, initiating and responding to comments as appropriate. ii. Follow the plot of a story or broadcast play written for this age group, showing an understanding of the main points. iii. Listen responsively to poetry or verse, considering and evaluating different viewpoints. iv. Make clear statements of facts. v. Express ideas and feelings accurately. vi. Show imagination and adaptability in improvising language in imagined situations, adapting what they say to the needs of the listener. vii. Speak audibly and fluently using a growing vocabulary, and show an increasing awareness of Standard English and when it is used. viii. Select and use appropriate registers for effective communication, using gesture and movement in association with the voice when effective communication demands it. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> i. Follow a speaker's line of argument, articulating and justifying opinions. ii. Listen with patience, attention and understanding to other speakers in a discussion. iii. Speak clearly and audibly, with appropriate expression and with sensitivity to the response of the listener or the audience, showing increasing confidence in order to gain, maintain and monitor the interest of the listener(s). iv. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. v. Frame pertinent questions. vi. Describe in appropriate terms what has been seen or experienced. vii. Take part in discussions, presentations, performances, role-play/improvisations and debates. viii. Speak audibly and fluently when explaining a process accurately, showing an increasing command of Standard English. ix. Select and use appropriate registers for effective communication, using gesture and movement in association with the voice when effective communication demands it. 	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> i. Listen to fairly complex instructions and carry them out accurately. ii. Have some ability to match vocabulary, syntax and style to the requirements of different situations and listeners, and be aware of the need to do so. iii. Converse confidently and pleasantly in social situations, including some that are of a formal nature, developing ideas thoughtfully, describing events and conveying their opinions clearly. iv. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, in such a way as to hold the listener's attention. v. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. vi. Participate courteously and constructively in discussions, asking questions that are responsive to others' ideas and views. vii. Give instructions or directions clearly and succinctly. viii. Speak audibly and fluently, both in non-formal and formal situations, showing an increasing command of Standard English. ix. Select and use appropriate registers for effective communication, using gesture and movement in association with the voice when effective communication demands it. x. In all speaking, make appropriate use of eye contact, gesture, facial expression, pause, tempo, and intonation.