



Speaking Progression Plan Years 1 – 6

Aspects	Year 1	Year 2	Year 3/ Year 4	Year 5/ Year 6
To listen and respond appropriately to adults and their peers.	To look at the person who is talking to them. To follow instructions whilst busy with another task. To be able to follow 2 to 3 part spoken instructions e.g. get your coat, then choose a partner and line up by the door. To understand how, what or why questions.	To understand complex 2 or 3 part instructions including more abstract/imaginative situations e.g. choose a character from one story, talk to your partner about how they feel at the end of the story. To understand the key points they need to focus on in order to answer a question or follow an instruction.	To listen to information and work out what is the important information that they need to convey to their audience. To be specific when asking for clarification. To infer meanings and make predictions from what is said and how it is said.	To understand different types of questions – open, closed, rhetorical. To understand sarcasm. To understand and use phrasal verbs appropriately e.g. ‘putting up with.’ To understand and enjoy jokes and recognise simple idioms.
To ask relevant questions to extend their understanding and knowledge.	To understand and answer how, what and why questions, with obvious, straight-forward answers.	To ask lots of questions to find out specific information including how, what and why. To ‘dig deeper’ when questioning others to extend their knowledge. To respond appropriately to the answers to their questions.	To ask questions to seek additional information for clarification. To begin to understand that there is a logical sequence to asking questions.	To understand and use different question types i.e. open / closed/ rhetorical. To keep conversations going with a range of people by asking relevant questions relating to the previous remark.
To use relevant strategies to build their vocabulary.	To understand that words can be put into categories e.g. animals, transport, characters.	To begin to choose from a range of imaginative and descriptive words in sentences.	To use dictionaries and thesaurus, word study, collocations etc., to make better word choices.	To explore sophisticated vocabulary that has multiple

Speaking Progression Plan Years 1 – 6

	To recognise objects, characters and animals from a description. To use words more specifically to make their meaning clear.	To be able to infer what a new word means by context. To be able to use classroom resources to support language choices.		meanings and use mostly accurately, but with occasional error. To be able to select the most appropriate resource to support vocabulary choices.
To articulate and justify answers, arguments and opinions.	To show that they can use language to reason and persuade e.g. 'I think...because...'	To use more complicated grammar including using different ways to join phrases to help explain and justify ideas/events or opinions e.g. because, so, then.	To use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc. To link points made with appropriate conjunctions and connecting phrases to provide a coherent thread.	To negotiate an agreement explaining other outcomes and options. To realise when people do not understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc.
To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	To list events with some detail. To retell favourite stories. To describe events. These may not always be joined together or in the correct order.	To describe their own experiences in detail and in the correct order. To tell a story with important key components in place. To use conjunctions to link their ideas together.	To select appropriate detail and chronology to include in their descriptions, explanations, narratives – increasingly aware of the need for brevity or extension.	To tell elaborate entertaining stories which are full of detailed descriptions. To use appropriate language that is detailed to describe experiences that may have happened some time ago or are planned for the future, making verb choices that accurately reflect the time-frame.



Speaking Progression Plan Years 1 – 6

<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>To start conversations with other people and join in with group conversations, listening and responding to ideas expressed by others.</p>	<p>To take turns to talk, listen and respond in two-way conversations and groups.</p>	<p>To vary the tone of their voices to make story telling exciting and come to life. To understand the interests of the listener, e.g. 'guess who I saw yesterday.'</p>	<p>To manage and organise collaborative tasks with little adult supervision. To use appropriate expression and tone for the purpose and the audience.</p>
<p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>To use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.</p>	<p>To select and use appropriate language for a range of people in different situations. This is important for building friendships, e.g. complimenting or giving constructive criticism, clarifying and negotiating.</p>	<p>To use speculative and hypothetical language to explore a range of ideas and situations. To negotiate an agreement explaining other options and outcomes.</p>
<p>To speak audibly and fluently with an increasing command of Standard English.</p>	<p>To produce speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation of certain sounds and some grammatical errors.</p>	<p>To use speech that is usually clear and easily understood by others. To have a growing awareness of grammatically accurate Standard English.</p>	<p>To use grammatically accurate standard English. To recognise the difference between formal and informal language.</p>	<p>To select and use sophisticated language patterns and structures including in formal situations, demonstrating a good command of Standard English.</p>



Speaking Progression Plan Years 1 – 6

<p>To participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>To join in and organise role play with friends. To play cooperatively and pretend to be someone else talking. To re-tell favourite stories.</p>	<p>To use an imaginative range of descriptive words when engaged in role play. To use speech that is consistently clear and easy to understand when presenting to others.</p>	<p>To speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task. To vary tone of voice to make role play/information more exciting.</p>	<p>To participate confidently in debate, understanding and sustaining the conversations and demonstrating a range of debating skills. To instigate, participate and improvise appropriately in collaborative tasks.</p>
<p>To gain, maintain and monitor the interest of the listener(s).</p>	<p>To initiate conversations with others, understanding they need to look at the audience when they are speaking. To give details that they know are important and will influence the listener.</p>	<p>To begin to be aware of what the listener knows already and make checks while telling the story. To take turns to talk, listen and respond in two-way conversations and groups.</p>	<p>To add detail or leave information out according to how much is already known by the listener. To understand the interests of the listener and respond appropriately.</p>	<p>To tell elaborate entertaining stories using expression and tone of voice to engage the listener. To incorporate detail to engage and inform the listener across tasks that are not always straightforward chronologies e.g. aside, flashback, counter-argument etc.</p>
<p>To consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>To listen to others, taking account of their opinions. To take turns to speak to and with others.</p>	<p>To listen carefully to others, asking lots of questions to find out specific information including 'how' and 'what' 'why' and to 'dig deeper.' To begin to recognise and value the opinions of others.</p>	<p>To join in discussions using appropriate and relevant vocabulary. To keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints.</p>	<p>To explore and explain situations and concepts to identify and evaluate the merits of other options and outcomes. To negotiate agreement by sharing ideas and information, giving and receiving advice, offering an opinion and taking notice of the opinion of others.</p>



Speaking Progression Plan Years 1 – 6

<p>To select and use appropriate registers for effective communication.</p>	<p>To use words more specifically to make their meaning clear. To show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet.</p>	<p>To use the language that they hear other people using and begin to be aware of current peer language. To begin to understand that they need to use different styles of talk with different people.</p>	<p>To use formal or informal language where appropriate in familiar situations to ensure the listener understands.</p>	<p>To select and use the appropriate formality of language depending on the audience. To explain features of own and others' language use, showing understanding of the effect of varying language for different purposes and situations.</p>
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