



## Welwyn St. Mary's Progression Ladder for Spoken Language - National Curriculum Speaking & Listening Objectives

	Listening and responding	Questioning	Vocabulary	Oral Rehearsal/Presenting	Talking with others
<b>Reception</b>	<ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important</li> <li>-Ask questions to find out more and to check they understand what has been said to them</li> <li>-Engage in storytimes</li> <li>-Listen to and talk about stories to build familiarity and understanding</li> <li>-Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>-Engage in non-fiction books</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <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 conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>	<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>-Ask questions to find out more and to check they understand what has been said to them</li> <li>-Make comments about what they have heard and ask questions to clarify their understanding</li> </ul>	<ul style="list-style-type: none"> <li>-Learn new vocabulary</li> <li>-Uses new vocabulary through the day</li> <li>-Articulate their ideas and thoughts in well-formed sentences</li> <li>-Connect one idea or action to another using a range of connectives</li> <li>-Describe events in some detail</li> <li>-Uses talk to help work out problems and organise thinking and activities, explain how things work and why they might happen</li> <li>-Develop social phrases</li> <li>-Retell the story, once they have developed a deep familiarity with text; some as exact repetition and some in their own words</li> <li>-Uses new vocabulary in different contexts</li> <li>-Learn rhymes, poems and songs</li> <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>		
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Maintains eye contact</li> <li>Listens with periods of sustained concentration</li> <li>Demonstrates active listening by the detail provided when responding to and answering questions</li> <li>Takes some account of other speakers' comments, e.g. in paired work</li> <li>Listens to and follows 2 to 3 part instructions in familiar contexts</li> <li>Uses single clause sentences and multi-clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because') to help explain or justify an event</li> <li>Some developmental grammatical features remain in everyday talk, e.g. past tense formation, plurals ('wented', 'mouses')</li> <li>Usually keeps to a topic and can be easily prompted to move on if required</li> <li>Demonstrates some interaction with speaker by adding to shared ideas</li> <li>Describes a problem in their own words</li> <li>Uses talk rather than actions to resolve a problem</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions to find out specific information including 'How' and 'Why'</li> <li>Answers simple 'How' or 'Why' questions</li> <li>Answers justified using the word 'because'</li> <li>When prompted, draws on observations, ideas and simple secondary sources to suggest answers to questions</li> <li>Raises and answers questions linked to topics of interest/study or to personal experience</li> <li>When prompted, poses 'What if?' questions during practical problem solving opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Increases vocabulary using words provided by adults, discussions and environmental stimuli</li> <li>Discusses word meanings</li> <li>Develops synonyms for existing vocabulary</li> <li>Uses sequencing language to order events</li> <li>With support uses comparative language to describe changes, patterns and relationships</li> <li>Uses some technical terminology across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Occasional changes to language according to speaking partner(s), e.g. family and friends, teachers, others</li> <li>Joins in with repetitive refrains</li> <li>Recites poetry by heart</li> <li>Orally rehearses in preparation for writing</li> <li>Re-tells familiar stories using story language</li> <li>Recounts personal experiences with some detail</li> <li>Role-plays to explore characters and the language they use</li> <li>Reading aloud is audible for the listener</li> <li>Speaks clearly with occasional errors when reporting own and others' views to the class</li> </ul>	<ul style="list-style-type: none"> <li>Takes turns in group conversations</li> <li>Understands agreed group discussion guidelines</li> <li>Sometimes expresses a view/opinion</li> </ul>

<p><b>Year 2</b></p>	<p>Listens with periods of sustained concentration when more than one person is speaking  Recalls and conveys simple information clearly  Makes comments when the detail provided is unclear  Listens attentively in discussion by following up points  Listens to and follows 2 to 3 part instructions  Keeps to a topic  Considers and offers alternative viewpoints  Some development of speaker's main ideas through e.g. repetition, paraphrasing and questioning  Explains their preferences/choices  Generally sequences talk to help the listener  Extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after</p>	<p>Asks questions for clarification and understanding (linked to age related context)  Questions asked relate to the learning  Asks and answers questions to aid problem solving  Answers justified using evidence from the context  Poses 'What if?' questions during practical problem solving opportunities</p>	<p>Uses comparative language to describe changes, patterns and relationships  Increases vocabulary using words provided by adults, discussions and environmental stimuli  Discusses and clarifies word meanings, including favourite words and phrases  Begins to select appropriate synonyms  Uses some technical terminology accurately and precisely across the curriculum</p>	<p>Uses verb tenses/forms increasingly accurately for spoken standard English  Retells a range of stories using some of their own words  Recites poetry by heart with appropriate intonation to make the meaning clear  Orally rehearses planning and writing  Experiments with a variety of levels of formality when talking with different people  Speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud  Speaks clearly and audibly to a group  Sometimes uses voice, gesture or movement, in role play and improvisation  Appropriately responds to others in role helping to sustain the scenario  Talks about what they have found out and how they have found it out</p>	<p>Takes turns and occasionally asks questions as well as offering ideas  Under guidance, follows agreed group discussion guidelines  Occasionally begins a group discussion</p>
<p><b>Year 3/4</b></p>	<p>Sustains listening to a variety of sources, making notes if required  Focuses listening on main source by tuning out of distractions  Listens to key information and makes relevant, related comments  Demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation  Follows longer instructions that are not familiar  Builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others  Demonstrates increased clarity and precision of ideas e.g. through the use of relative clauses  Explains or gives reasons for their views or choices  May introduce some new material or ideas  Adds detail or leaves information out according to how much is already known by the listener  Provides critical feedback constructively  Explains a process ensuring ideas are clearly sequenced</p>	<p>Sometimes develops speaker's main ideas through questioning  Asks questions for clarification and understanding (linked to age related context)  Poses 'What if?' questions that may change the outcome or direction of the problem  Poses and answers questions that will help make sense of a problem  Asks and answers questions using modal verbs and adverbs to indicate degrees of possibility  When answering, refers back to and rephrases evidence from the context</p>	<p>Builds a varied and rich vocabulary with greater independence  Discusses and clarifies word meanings including homonyms which depend on context  Considers shades of meaning when discussing synonyms  Links events using a wider range of conjunctions and adverbs  Uses technical terminology accurately and precisely across most areas of the curriculum</p>	<p>Shows an awareness of spoken standard English required for formal contexts  Reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action  Uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue)  Begins to adapt register in response to changing context and audience, e.g. switching between talk to friends and to school visitor  Performs stories and poems, identifying appropriate expression, tone, volume and use of voices  Participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates  Reports on findings from investigations</p>	<p>Follows agreed group discussion guidelines  Works in groups with minimum supervision  Follows up others' points and shows whether they agree or disagree in a whole class discussion  Makes generally relevant comments which add to ideas or suggests alternatives</p>
<p><b>Year 5/6</b></p>	<p>Maintains interest and attention when listening to a variety of complex and sometimes challenging ideas/sources: determining key information  Demonstrates attentive and sustained listening by building on others' ideas by agreeing or disagreeing  Recognises specific points from the speaker that are then challenged courteously for greater clarity/detail/accuracy  Incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener  Demonstrate connections with other ideas and draws on different points of view when responding  Anticipates the listener's response and makes use of counter arguments  Expresses ideas and feelings with clarity and precision  Uses a variety of ways to criticise constructively and respond to critique</p>	<p>Develops own lines of enquiry  Deepens understanding by questioning the given information  Questions introduce new ideas/material  Supports others to develop their understanding through questioning  Understands which questions will develop learning / understanding  When answering, refers to evidence and communicates ideas with precision/clarity for given audience</p>	<p>Builds a varied and rich vocabulary, includes constructions used for formal language  Discusses and clarifies word meanings, uses a wider range of synonyms precisely and effectively  Selects appropriate synonym according to audience and purpose  Incorporates a varied and rich vocabulary from a wide range of written and oral contexts  Uses a range of cohesive devices to link ideas</p>	<p>Generally selects spoken standard English appropriately with few exceptions  Effectively uses intonation, tone, volume and action when speaking or performing publically so that meaning is clear to the audience  Presents findings from enquiries, including conclusions, causal relationships and results  Some deliberate shaping of talk for listener, with variation in emphasis or gesture for clarity and effect  Presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language</p>	<p>Builds on their own and others' ideas and challenges views courteously  Sustained contributions draw ideas together and promotes effective discussion  Influences direction of talk  Negotiates and makes decisions taking account of</p>

			Uses technical terminology accurately and precisely across the curriculum Debates specific points effectively and maintains a focus on the topic		alternatives and consequences
--	--	--	---	--	-------------------------------