



Overview of progression in Speaking & Listening at Queen's Park Primary School

NC strand for Speaking and Listening 	EYFS	KSI	LKS2	UKS2
<u>Listen to and respond appropriately to adults and their peers</u>	<p>Zones of regulation - emotional understanding (high-quality texts)</p> <p>Adults modelling listening and responding to each-other (gestures MTYT)</p> <p>1:1 conferencing and small group discussions</p> <p>Visiting experts</p> <p>Games where children have to listen to and follow instructions</p> <p>Promote active listening skills - eye-contact; nodding; demonstrating understanding by giving their interpretation of what has happened</p> <p>Provide intervention programmes for those that struggle with these skills</p> <p>Make is explicit what constitutes good listening and speaking (vocabulary & shades of meaning)</p> <p>Talk partners</p> <p>Drama activities including conscience alley</p>			

	<p>Turn-taking (modelled and applied) Body language Dictation Have a badly behaved puppet to model and correct</p>	<p>Dictation Have a badly behaved puppet to model and correct</p>	<p>Dictation Identify levels of formality and appropriate communication Explore different types of talk that we engage in - different ways to communicate</p>	<p>Identify levels of formality and appropriate communication Explore different types of talk that we engage in - different ways to communicate</p>
<p><u>Ask relevant questions to extend their understanding and knowledge</u></p>	<p>Simple questions - using books such as 'You Choose' Modelled by staff - share question and answer stems Child-led questions Environment where questions are valued</p>	<p>Moving to children writing simple questions Scaffolded questions and WAGOLL Link to grammar (QP sentence types) Research questions across the curriculum Encourage a wider way of</p>	<p>Pose questions that require reasoning Pose questions that allow application of knowledge and skills from other subjects (disciplinary literacy) Role-play: taking a lead in drama activities such as hot-seating Complex questions Model when and how to use question tags More specific questions - writing an interview; rhetorical questions within specific writing tasks</p>	

	<p>Cross-curricular questions</p> <p>Role play modelled in provision</p> <p>Adults ask secondary questions (what if?)</p> <p>Give appropriate feedback</p> <p>Encourage verbal questioning-</p> <p>model scribing questions using high-quality texts</p>	<p>asking questions - Who, What, Where, When, Why, How, Can, Did, Do, Should, Have etc...</p> <p>Encourage children to create questions for each other to gauge their opinions</p>	<p>'Here is the answer, what is the question?'</p> <p>For/against debates and arguments</p> <p>Independent research- choosing the question to type into the research model</p> <p>Using what they already know about the topic to ask questions (questions embedded in some knowledge)</p> <p>Ask each other questions informed by texts they have read</p> <p>More complex themes</p>	
<p><u>Use relevant strategies to build their vocabulary</u></p>	<p>Questioning</p> <p>Following interests</p> <p>Tier 1 and Tier 2 vocabulary</p>	<p>Reading in a context</p> <p>Word building</p> <p>Acting out language</p> <p>Modelling</p>	<p>Use technical vocabulary accurately in context</p> <p>Use glossaries and thesaurus</p>	<p>Clarify words with shades of meaning</p> <p>Understand morphology and etymology</p>

	<p>Nurturing expertise</p> <p>Modelling in role play</p> <p>Text-rich provision</p> <p>High-quality books</p> <p>Rhymes and songs</p>	<p>Oral rehearsal</p> <p>Vocabulary games</p>	<p>Understand that synonyms are words that mean similar and not the same</p> <p>Understand the function of words in a sentence</p> <p>Use <i>Descriptasaurus</i> to enhance speaking and writing</p> <p>'speak like an expert'</p>	<p>Understand the function of words in a sentence</p> <p>Use vocabulary for effect</p> <p>Reader-writer-reader relationship</p> <p>Understanding and regulating when 'less is more'</p> <p>Use subject specific language</p>
<p><u>Articulate and justify answers,</u></p>	<p>Modelling 'I like... because... and I</p>	<p>Modelling how to justify using</p>	<p>Beginning to model debating</p>	<p>Develop debating skills - can see</p>

<p><u>arguments and opinions</u></p>	<p>don't like... because 'You Choose' and other high- quality books Stem sentences Valuing everyone's opinions - through all EYFS activities</p>	<p>'because' when speaking and how to transfer this skill in written form Talking frameworks Questions about other's opinions- how do we disagree politely? High-quality books that generate discussion and different views</p>	<p>skills (one side of the argument) Explicitly modelling how to support answers with evidence (explicitly teach opinion as evidence or evidence from the text) Share appropriate stems to support responding to others, 'I agree/disagree with ___ because ___' Valuing opinions of others - it's ok to disagree Team work - scribe; chair;</p>	<p>the 'for and against' Using higher level vocabulary within justifications Vary the audience - matching choice of language with the formality of the audience Developing more mature conjunctions to match the audience (furthermore, moreover) Valuing opinions of others - it's ok to disagree Team work - scribe; chair;</p>
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			questioner; person to recap	questioner; person to recap
<u>Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings</u>	<p>Feely bag activities- describing when a sense is missing</p> <p>Modelling the use of single adjectives</p> <p>Role play</p> <p>Simple emotions</p> <p>Adults modelling</p> <p>Verbal descriptions- shared writing opportunities</p> <p>Retelling stories using big cards/ boxes and smaller pictures</p>	<p>Expanded noun phrases</p> <p>Basic retelling and sequencing- transfer the verbal to the written</p> <p>Verbal instructions - actually telling a peer what to do</p> <p>Promote concise, clear responses</p> <p>Oral rehearsal before writing</p> <p>Adult modelling</p> <p>Retell independently with pictures/ props</p>	<p>Well-chosen expanded noun phrases with detail (prepositions etc)</p> <p>Summarising key events - inclusive of feelings</p> <p>Voice over explanations/ reports in a style</p> <p>Tour guide activities</p> <p>Adult modelling</p> <p>Video retelling for a different age group</p> <p>Explicit purpose and audience</p>	<p>Embedded clauses that are meaningful</p> <p>Strong awareness of purpose and audience</p> <p>Emotive language - well-chosen for effect on the reader</p> <p>Uses technical language across the curriculum</p> <p>Analysing and tracking a character in a text- explaining actions/motives and feelings</p> <p>Adult modelling</p>

	<p>Imitating the language from high-quality books</p>	<p>Feelings of characters</p>		<p>Justifying how we know how a character feels- evidence from the text</p>
<p><u>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</u></p>	<p>Build on the children's interests- scaffolded and then ease the stabilisers off- transfer responsibility from the adult modelling to the children Teacher talk- explicit modelling/experience of conversations and what different talk looks like (talking for different purposes: describe; instruct; persuade; report; debate; discuss; clarify) Environment should reflect and demonstrate that children's contributions are valued Consider dynamics of grouping to ensure all children feel comfortable/ have opportunities Provide experiences and language exposure to give children the skills needed to participate Hot-seating; freeze frame; role on the wall (being in role) Listening in assembly - school council meetings etc</p>			

	<p>Model WAGOLL and WABOLL</p> <p>Praise appropriate talk</p>	<p>Model WAGOLL and WABOLL</p>	<p>Give pupils a statement to respond to</p> <p>Develop pupils summarising 'so what you mean is...'</p>	<p>Team work - scribe; chair; questioner; person to recap</p>
<p><u>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</u></p>	<p>Turn taking</p> <p>Games that involve prediction</p> <p>Role play</p> <p>Circle time</p> <p>Discussions around pictures- SMSC foci; Once</p>	<p>Group work where pupils need to collaborate</p> <p>Circle time</p> <p>Opportunities to present findings - begin to ask questions</p>	<p>Present findings in different ways- vary the audience</p> <p>Develop stem sentences</p> <p>Cross-curriculum - disciplinary literacy</p>	<p>Present findings in different ways- vary the audience and formality</p> <p>Ownership for use of sentences</p>

	<p>Encourage the excitement of speculating through the curriculum</p>	<p>Discussions around pictures- Cross-curriculum - disciplinary literacy Reasoning in maths Prediction in science</p>	<p>Refining hypothesis</p>	<p>Cross-curriculum - disciplinary literacy</p>
<p><u>Speak audibly and fluently with an increasing command of Standard English</u></p>	<p>Progression of audience (confidence)</p> <ul style="list-style-type: none"> ➤ Family ➤ Friends/peers ➤ Teachers/staff ➤ Whole class ➤ Visitors to class ➤ Whole-school ➤ Outside school events (specific audience) 			

	<p>Encouraging verbal responses - nurturing each child</p> <p>Nursery rhymes recital- modelled and echoed</p> <p>Performing in groups</p> <p>Model Standard English</p>	<p>Apply grammar when talking- tenses correction and irregular verbs</p> <p>Encourage full sentences</p> <p>Poetry recital</p> <p>Proof reading activities - finding errors</p> <p>Extending sentences with conjunctions (appropriate)</p> <p>Hot seating</p>	<p>Poetry - echo and choral reading</p> <p>Modelling high-quality talk</p> <p>Using a wider range of conjunctions to extent sentences</p> <p>Performing for audiences</p> <p>Editing language</p> <p>Critiquing performances</p>	<p>Debates</p> <p>Poetry- classics (<i>The Highway Man</i>)</p> <p>Presentations (groups and individuals)</p>
<p><u>Participate in discussions, presentations, performances, role play,</u></p>	<p>Performing nursery rhymes- actions and words</p> <p>Sequence stories</p> <p>Show and tell</p>	<p>Performing poetry</p> <p>Challenge what others say and justify</p> <p>Circle time</p> <p>Hot seating</p>	<p>Freeze frames</p> <p>Model dialogue in role</p> <p>Role on the wall</p> <p>Different purposes and audiences</p>	<p>Leavers' Assembly</p> <p>Role play to advance the action</p>

<p><u>improvisations and debates</u></p>	<p>Circle time Challenge what others say Home corner talk Role play - children's interest Staff initiated</p>	<p>Extend role play Acting out events and stories Class assemblies Voice overs</p>	<p>Discussing world issues Discussing inspiring well-known people Presenting to other classes Child-led class assemblies Published writing</p>	<p>Explore suitable vocabulary in role Different purposes and audiences Discussing world issues Discussing inspiring well-known people Presenting to other classes Child-led class assemblies Published writing</p>
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<p><u>Gain, maintain and monitor the interest of the listener(s)</u></p>	<p>Share news Maintain eye contact Child-led chats (1:1) Use role play Personal experience Small World- re-enacting fairy tales; nursery rhymes</p>	<p>Activities to encourage staying on topic Develop ideas and talk at length Show enthusiasm for topics Class assemblies/ Christmas plays Conversation based questions Developing basic conversation skills Teacher led - performing a poem Show and tell- aware of audience Modelling speaking with charisma</p>	<p>Reading high-quality dialogue with expression and intonation Show awareness of audience and their interests Recognise social cues in conversations School council/ digital citizen etc roles Performances Presentational skills Maintain the interest of a younger listener(s) when reading to them - pace, timing, control and content</p>	<p>Weaves subject knowledge of a topic into conversation Speaks with confidence and conviction Identify audiences and show understanding for choice of vocabulary Understand how to involve the listener(s) in conversations Maintain the interest of a younger listener(s) when reading to them - pace, timing,</p>
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				control and content
<u>Consider and evaluate different viewpoints, attending to and building on the contributions of others</u>	<p>Train children to listen to the views of others and add/build on these views.</p> <p>Use of sentence stems in verbal sessions</p> <p>Talking Trios: listener; speaker; feedback</p> <p>Focused skills, e.g. body language, volume, expression and pace</p> <p>Conscience Alley - develop respect for both points of view</p>			
	<p>Group discussions - using puppets or objects to encourage pupils to talk</p> <p>Praise and value opinions explicitly (model)</p>	<p>Begin to understand what 'opinion' means</p> <p>Give reasons for viewpoints</p> <p>Book reviews</p> <p>Same experience - valuing different opinions</p>	<p>Discuss themes</p> <p>Share and listen to different viewpoints</p> <p>Consider how current events can change opinions</p>	<p>Difference between fact and opinion</p> <p>Debating issues</p> <p>Research different viewpoints</p> <p>Question other's viewpoints in an appropriate manner</p>

	<p>Promote sharing opinion - within different areas of provision</p> <p>Turn-taking</p> <p>Games</p> <p>Hot seating</p>	<p>Begin to use sentence stems when justifying</p> <p>Hot seating</p> <p>Character in role</p>	<p>Scaffold debating skills</p>	<p>Consider both sides of the argument</p> <p>Reviews of real life school experiences (compiling a variety of opinions)</p> <p>Questionnaires</p>
<p><u>Select and use appropriate registers for effective communication</u></p>	<p>Whole-school situations:</p> <ul style="list-style-type: none"> ➤ Seasonal ➤ Church life ➤ Assembly ➤ Performances ➤ Poetry share 			
	<p>Real-life experiences</p> <p>Show and tell</p>	<p>Writing for different audiences</p> <p>Informal and formal</p>	<p>Writing for different audiences</p> <p>Informal and formal</p>	<p>Writing for different audiences</p> <p>Informal and formal</p>

	<p>Modelling talking in different scenarios</p> <p>Stories</p> <p>Opportunities to apply this in 'free play'</p> <p>Expressing needs - modelling and insisting on 'Please may I...'</p>	<p>conventions modelled</p> <p>Real life experiences</p> <p>Role play - hot seating, different perspectives (characters from the same book with a different view)</p> <p>Cross-curricular presentations</p> <p>If I ... then (predictions in maths/science etc)</p> <p>Show and tell</p> <p>Guided reading - responding to characters</p>	<p>conventions modelled</p> <p>Role play</p> <p>Modelling skills</p> <p>Writing tasks - vary the audience</p> <p>Drama - characterisation</p> <p>Writing for different purposes (including speeches)</p> <p>Opportunities to watch and join in presentations</p> <p>Guided reading</p>	<p>conventions modelled</p> <p>Provide opportunities for speaking to different audiences (including formal)</p> <p>Debating (formal sentence stems)</p> <p>Ownership when writing (choosing audience)</p> <p>Guided reading</p> <p>Scale of formality</p>
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