

Progression in Speaking and Listening across the curriculum

Physical
 Cognitive
 Linguistic
 Social & emotional
 sentence stems to be used to support progression in language.

Autumn 1
 Autumn 2
 Spring 1
 Spring 2
 Summer 1
 Summer 2

Reception	<p>Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.</p>	<p>To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate. Know the names of the four strands of the framework.</p>	<p>Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.</p>	<p>Use gestures to support meaning eg in a T4W recital. Ask a relevant question about a story. Use the 'word of the day' accurately in conversation. Take turns in games and speaking.</p>	<p>Speak audibly so they can be heard and understood by the class. Eg in a plan, do, review session. Use 'because', 'then' 'but' when explaining their plan and outcomes.</p>	<p>To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.</p>
Year 1	<p>Speak clearly and confidently in a small group of known peers. Sequence events using the language of time or number. Begin to use sentence stems with some prompting.</p>	<p>Use non-verbal signals to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas.</p>	<p>Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase. Use sentence stems independently even if not always appropriately.</p>	<p>Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Be able to independently take turns and ensure all members contribute.</p>	<p>Speak clearly and confidently when explaining displayed learning to an adult in the showcase. Recognise when the wrong stem has been used and choose a more appropriate one.</p>	<p>Speak clearly and confidently using a script e.g. live presentation in showcase. Request a book from the librarian. Explaining the title or topic and maintaining eye contact.</p>
Year 2	<p>Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build. Choose the most appropriate stem independently.</p>	<p>Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions.</p>	<p>Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately.</p>	<p>Moderate tone and volume to match the audience. Retell an event calmly in logical order e.g. on the playground.</p>	<p>Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's argument. E.g. the opinion continuum.</p>	<p>Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and independently in discussions.</p>
Year 3	<p>Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.</p>	<p>Take on the challenger role in a small discussion. Be able to confidently change their mind e.g. opinion continuum.</p>	<p>Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.</p>	<p>Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience .</p>	<p>Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind e.g. opinion continuum.</p>	<p>Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.</p>
Year 4	<p>Confidently summarise the contribution of one participant in a logical order.</p>	<p>Pause at appropriate points to allow for an audience's reaction. E.g in the comic poetry competition.</p>	<p>Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'</p>	<p>Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.</p>	<p>Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Deliver a short teaching session to a small group of younger children.</p>	<p>Write own short contribution to be delivered during the showcase.</p>
Year 5	<p>Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council. Self-assess own delivery of a short recorded presentation. Set targets to work on this year.</p>	<p>Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience of their peers. (Yr grp)</p>	<p>Use effective exploratory and evaluative language to clarify thinking during a discussion.</p>	<p>Present learning to parents in pupil-led parent meetings. Use evaluative stems to support the discussion of successes and next steps.</p>	<p>Independently discuss a question in a small group, maintaining focus on the question and roles.</p>	<p>Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.</p>
Year 6	<p>Use humour appropriately and effectively to engage an audience.</p>	<p>To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions.</p>	<p>Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.</p>	<p>Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques.</p>	<p>To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition. Be able to reply to questions from the audience.</p>	<p>Speak confidently and naturally to an audience of known and unknown adults during the end of year production.</p>

