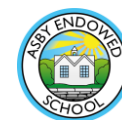


## English: Speaking Progression Framework

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening Skills</b>	Understand how to listen carefully.  Know why listening is important.	Listen to others in a range of situations and usually respond appropriately.	Listen carefully and respond with increasing appropriateness to what has been said, <i>e.g. make a helpful contribution when speaking in a small reading group.</i>	Listen carefully in a range of different contexts.  Show careful listening through relevant comments.	Listen carefully in a range of different contexts and respond appropriately to both adults and their peers.	Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views.	Make improvements based on constructive feedback on their listening skills.
<b>Following Instructions</b>	Follow simple Instructions.	Understand instructions with more than one point in many situations.	Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.  Attempt to follow instructions before seeking assistance.	Follow instructions in a range of unfamiliar situations.  Recognise when it is needed and ask for specific additional information to clarify instructions.	Follow complex directions/multi-step instructions without the need for repetition.		
<b>Asking and Answering Questions</b>	Ask questions to find out more and to check understanding of what has been said.	Begin to ask questions that are linked to the topic being discussed.  Answer questions on a wider range of topics (sometimes may only be one-word answers).	Show that they are following a conversation by asking relevant and timely questions.  Answer questions using clear sentences.  Begin to give reasoning behind their answers when prompted to do so.	Ask questions that relate to what has been heard or what was presented to them.  Begin to offer support for their answers to questions with justifiable reasoning.	Generate relevant questions to ask a specific speaker/audience in response to what has been said.  Regularly offer answers that are supported with justifiable reasoning.	Ask questions which deepen conversations and/or further their knowledge.  Understand how to answer questions that require more detailed answers and justification.	Regularly ask relevant questions to extend their understanding and knowledge.  Articulate and justify answers with confidence in a range of situations.



<b>Drama, Performance and Confidence</b>	Take on the role of different characters.	Speak clearly in a way that is easy to understand.	Speak confidently within a group of peers so that their message is clear.	Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.	Use intonation when reading aloud to emphasise punctuation.	Narrate stories with intonation and expression to add detail and excitement for the listener.	Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).
	Use some storylines in pretend play.	Speak in front of larger audiences, <i>e.g. in a class assembly, during a show 'n' tell session.</i>  Know when it is their turn to speak in a small group presentation or play performance.  Take part in a simple role play of a known story.	Practise and rehearse reading sentences and stories aloud.  Take on a different role in a drama or role play and discuss the character's feelings.  Recognise that sometimes speakers talk differently and discuss reasons why this might happen.  Perform a simple poem from memory.	Speak regularly in front of large and small audiences.  Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.  Perform poems from memory, adapting expression and tone as appropriate.	Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.  Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.  Take on a specific role in role-play/ drama activities and participate in focused discussion while remaining in character.  Discuss the language choices of other speakers and how this may vary in different situations.	Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.  Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.  Perform poems and plays from memory, making careful choices about how to convey ideas, whilst adapting my tone and expression.  Perform own compositions, using appropriate intonation and volume so that meaning is clear.	Gain, maintain and monitor the interest of the listener(s). Perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.  Perform own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.



<b>Vocabulary Building and Standard English</b>	Learn new vocabulary and use through the day.	Use appropriate vocabulary to describe their immediate world and feelings.	Start to use subject-specific vocabulary to explain, describe and add detail.	Use vocabulary that is appropriate to the topic and/or the audience.	Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.	Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.	Use relevant strategies to build vocabulary.
	Use new vocabulary in different contexts.  Articulate their ideas and thoughts in well-formed sentences.	Think of alternatives for simple vocabulary choices.  Speak in complete Sentences.	Suggest words or phrases appropriate to the topic being discussed.  Start to vary language according to the situation between formal and informal.  Usually speak in grammatically correct sentences.	Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.  Discuss topics that are unfamiliar to their own direct experience.  Begin to use standard English when it is required.	Know and use language that is acceptable in formal and informal situations with increasing confidence.  Use standard English when it is required.  Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	Know and use language that is acceptable in formal and informal situations with confidence.  Use standard English with confidence when it is required.  Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.  Engage listeners through choosing appropriate vocabulary and register that matches the context.  Speak audibly, fluently and with a full command of formal and Standard English in all situations.  Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.  Confidently explain the meaning of words and offer alternative synonyms.



<b>Speaking for a Range of Purposes</b>	Start a conversation with an adult they know well or with friends.	Join in conversations in a group.	Talk about themselves clearly and confidently.	Organise and sequence what they want to say so that it has a clear purpose.	Increasingly adapt what is being said to the needs of the listener or audience.	Adapt spoken language depending on the audience and the purpose.	Communicate confidently across a range of contexts and to a range of audiences.
	Connect one idea or action to another using a range of connectives.	Organise their thoughts into sentences before expressing them.	Verbally recount experiences with some added interesting details.	Speak in full sentences.	Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.	Plan and present information clearly with ambitious added detail and description for the listener.	Articulate and justify arguments and opinions with confidence.
	Describe events in some detail.	Be able to describe their immediate world and environment.	Speak in full sentences.	Begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	Debate issues and make their opinions on topics clear.	Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	Give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.
	Explain how things work and why they might happen.	Retell simple stories and recounts aloud.	Offer ideas based on what has been heard.		Adapt their ideas in response to new information.		Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
	Retell a familiar story (some as exact repetition and some in their own words)						Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.



<b>Participating in Discussion</b>	<p>Develop social phrases.</p> <p>Use talk to help work out problems and organise thinking and activities.</p>	<p>Recognise when it is their turn to speak in a discussion.</p> <p>Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>Take turns when talking and discussing in a pair or small group.</p> <p>Give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>Engage in meaningful discussions that relate to different topic areas.</p> <p>Remain focused on a discussion when not directly involved and be able to recall the main points.</p>	<p>Engage in discussions (paired and group), making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>Take account of the viewpoints of others when participating in discussions.</p>	<p>Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants to show understanding of the main point and the details.</p> <p>Begin to challenge opinions with respect.</p> <p>Engage in meaningful discussions in all areas of the curriculum.</p>	<p>Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>Engage in longer and sustained discussions about a range of topics.</p> <p>Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>Offer an alternative explanation when other participant(s) do not understand.</p> <p>Sustain and argue a point of view in debate, using the formal language of persuasion.</p>
------------------------------------	--	--	---	--	--	--	---



