



Shirley Heath Junior School
Speaking and Listening Progression Map

	Year 3	Year 4	Year 5	Year 6
To listen carefully and understand	<ul style="list-style-type: none"> To listen to a wide range of fiction, poetry, plays, non-fiction and reference books or text books. To take part in discussions making relevant points. 	<ul style="list-style-type: none"> Take part in discussions making relevant points and asking for specific additional information to clarify. 	<ul style="list-style-type: none"> Demonstrate active listening by justifying ideas. Recognise some idioms. Understand the meaning of some phrases beyond the literal interpretation when discussed as a class. Understand how to answer questions that require more than a yes/no or single sentence response. 	<ul style="list-style-type: none"> Understand how to answer questions that require more than a yes/no or single sentence response across a range of topics. Demonstrate active listening by justifying ideas and expanding on the ideas of others. Recognise and explain some idioms. Understand the meaning of some phrases beyond the literal interpretation.
To develop a wide and subject specific vocabulary	<ul style="list-style-type: none"> Use interesting adjectives in discussion. Use vocabulary that is appropriate to the topic being discussed in small groups. 	<ul style="list-style-type: none"> Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<ul style="list-style-type: none"> Use adventurous and sophisticated vocabulary linked to the lesson. Explain the meaning of words. Use a wide range of phrases that include techniques to add extra interest and clarity. 	<ul style="list-style-type: none"> Use adventurous and sophisticated vocabulary widely. Explain the meaning of words, offering alternatives. Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.

<p>To speak with confidence and clarity</p>	<ul style="list-style-type: none"> •Begin to use short sentences for impact and longer sentences in discussions. •Begin to use intonation to emphasise grammar and punctuation when reading familiar texts aloud. •Explain a project or concept to a group of peers with prompts. •Explain ideas across the curriculum. •Begin to reflect on the effectiveness of the explanation with peer support. 	<ul style="list-style-type: none"> •Use a mixture of sentence lengths to add interest to discussions and explanations. •Use intonation to emphasise grammar and punctuation when reading aloud. •Explain a project or concept to a group of peers. •Explain and develop ideas across the curriculum. •Reflect on the effectiveness of the explanation. 	<ul style="list-style-type: none"> •Vary the length and structure of sentences. •Ask questions and make suggestions to take an active part in discussions. •Present an idea, topic or explanation to a group of peers. •Expand and justify ideas across the curriculum. •Reflect on the effectiveness of the explanation, expansion and justification with peer support. •Comment on the grammatical structure of spoken and written accounts. 	<ul style="list-style-type: none"> •Vary the length and structure of sentences. •Ask questions and make suggestions to take an active part in discussions. •Present an idea, topic or explanation to a group of peers. •Expand and justify ideas across the curriculum. •Reflect on the effectiveness of the explanation, expansion and justification. •Comment on the grammatical structure of a range of spoken and written accounts.
<p>To present stories with structure</p>	<ul style="list-style-type: none"> • Bring stories to life with expression and intonation • Respond appropriately when in role. 	<ul style="list-style-type: none"> • Bring stories to life with expression and intonation • Respond appropriately when in role including basic improvisation. 	<ul style="list-style-type: none"> • Narrate detailed and exciting stories with prompts, e.g. Lego animations. • Use the conventions and structure appropriate to the type of story or presentation (fiction and non-fiction). • Interweave action, character descriptions and settings in a performance. • Perform in role play, group or class 	<ul style="list-style-type: none"> • Narrate detailed and exciting stories • Use the conventions and structure appropriate to the type of story or presentation and audience (fiction and non-fiction). • Interweave action, character descriptions, settings and dialogue in a performance. • Perform in improvised role play, group or class performances

			performances considering the effectiveness of delivery. e.g. class assembly	considering the effectiveness of delivery. e.g. Year 6 End of Year Production
To hold effective conversations	<ul style="list-style-type: none"> • Make relevant comments in a discussion or a debate • Seek clarification by actively seeking to understand others' points of view in small groups or with adult support. • Respectfully challenge opinions or points • Use formal and informal language 	<ul style="list-style-type: none"> • Make relevant comments and ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative • Vary language between formal and informal according to the situation 	<ul style="list-style-type: none"> • Begin to negotiate and compromise by offering alternatives, for example in small group discussions/ debates. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand in small groups. • Add humour to a discussion or debate where appropriate. • Select appropriate language in a discussion/ debate (formal or informal). 	<ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. • Debate articulately, using relevant details to support points. • Offer alternative explanations when others don't understand. • Add humour to a discussion or debate where appropriate, engaging the audience. • Select appropriate language in a range of situations (formal or informal).