



Parklands Infant and Nursery School Speaking and Listening Progression Map Nursery to Year 2

Progression in Speaking and Listening Pupils should build on the oral language skills that have been taught in preceding years.			
Nursery	Reception	Year 1	Year 2
Listening, Attention and Understanding Recognise and respond to many familiar sounds. Show an interest in playing with sounds, songs and rhymes. Have single-channelled attention, shifting to a different task if attention fully obtained. Understand more complex sentences. Understand 'who', 'what', 'where' in simple questions. Listen to others one to one or in small groups, when conversations interest them. Focus attention – still listen or do, but can shift own attention. Able to follow directions if not intently focused on own choice of activity. Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action/choosing the correct picture. Respond to simple instructions.	Listening, Attention and Understanding Understand why listening is important. Listen to and follow and instruction. Follow instructions provided they are not over-engaged in their own choice of activity. Listen to stories with increased attention and recall. Ask and respond to 'why' questions. Show interest in the lives of other people or events. Listen to one another in one-to-one or small groups. Show interest in non-fiction books. Know that they need to be quiet and concentrate when listening. Maintain attention, concentrate and sit quietly during appropriate activities. Listen to a whole story from the beginning to the end.	Listen and respond appropriately to adults and their peers. Able to concentrate on the person talking and to ignore background noise and movement that is not relevant to the situation. Understand 2-3part instructions that may include time concepts e.g. using first, before, after or when e.g. 'Before you sit down you need to hang up your coat and wipe your feet.' Ask relevant questions to extend their understanding and knowledge. Ask questions to find out things using 'how' and 'why' when prompted. Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration). Use relevant strategies to build their vocabulary. Able to group and name members of categories and to suggest possible category names e.g.Horse, cow and pig are all mammals'.	Listen and respond appropriately to adults and their peers. Know the key points they need to focus on in order to answer a question. Understand complex 2-3 part instructions. Ask relevant questions to extend their understanding and knowledge. Range of different types of questions to find out specific information including 'how' and 'why', Recognise when a message is not clear and be able to provide some information about why. Use relevant strategies to build their vocabulary. Recognise when they haven't understood a word or words and be able to provide some information about why. Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/to/too, and begin to comment on this. Articulate and justify answers, arguments and opinions.

<p>Understand use of objects.</p> <p>Begin to understand 'why' and 'how' questions.</p> <p>Nursery Endpoints Listen and follow directions and look at someone when they are speaking.</p> <p>Use prepositions when following instructions.</p> <p>Ask and respond to why questions.</p> <p>Follow stories read to them and talk about the pictures in the book.</p> <p>Speaking Use a variety of questions.</p> <p>Use simple sentences.</p> <p>Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Begin to use word endings eg going, cats.</p> <p>Hold a conversation jumping from topic to topic.</p> <p>Use intonations, rhythms and phrasing to make the meaning clear to others.</p> <p>Use vocabulary focused on objects and people that are of particular importance to them.</p>	<p>Respond to instructions involving a two-part sequence.</p> <p>Listen and respond to ideas expressed by others in conversation and discussion.</p> <p>Remember key points from a story without needing prompts.</p> <p>Show specific interest in a non-fiction book linked to a topic or theme.</p> <p>ELG 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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</p> <p>Speaking Expand their vocabulary to include new words related to a topic or theme.</p> <p>Continue to use new vocabulary when the topic/theme has ended.</p> <p>Ask questions to support understanding.</p>	<p>Able to guess the word from clues, or give others clues using shape, size, function etc with support.</p> <p>Articulate and justify answers, arguments and opinions. Use language consistently to express likes and dislikes.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings. Able to use early 'story language' e.g. 'Once upon a time...'</p> <p>Use language to talk through a series of steps for example for simple problem solving.</p> <p>Able to join sentences using and.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Maintain attention and participate in conversation and small groups providing there are minimal external distractions.</p> <p>Attention and participation in larger groups is sustained for most of the activity.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Use simple conjunctions to justify or explain something.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings. Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order.</p> <p>Describe in 2-3 sentences how to solve a problem.</p> <p>Able to use conjunctions to increase the length and grammatical complexity of sentences.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Take turns to talk, listen and respond in two way conversations and groups.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Accurately predict what will happen in a story or retelling of an event.</p> <p>Speak audibly and fluently with an increasing command of Standard English. Produce speech that is consistently clear and easy to understand with</p>
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<p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>Retell a simple past event in correct order.</p> <p>Use a range of tenses.</p> <p>Begin to use more complex sentences to link thoughts eg using and/ because.</p> <p>Use talk to connect ideas, explain what is happening and anticipating what might happen next, recall and reliving past experiences.</p> <p>Nursery Endpoints Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may struggle with using tenses accurately.</p> <p>Begin to use sentences with four to six words.</p> <p>Begin to start a conversation with an adult or a friend and continue in turns.</p>	<p>Retell a simple past event in the correct order.</p> <p>Use talk to connect ideas, explain what has happened next, recalling and reliving past experiences.</p> <p>Use new vocabulary in different contexts.</p> <p>Ask questions to learn more about an event or task.</p> <p>Use complete sentences more regularly.</p> <p>Use language to explore imaginary events, storylines and themes.</p> <p>ELG Participate in small group, class and on tot on discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>Use language to talk self through steps required in simple problem solving.</p> <p>Speak audibly and fluently with an increasing command of Standard English. Produce speech that is consistently clear and easy to understand with only a few immaturities. E.g. 'w' instead of 'r'.</p> <p>Able to say words accurately with 3 syllables or less.</p> <p>Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds.</p> <p>Able to use appropriate tenses and word order.</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates. Remember their words and speak clearly in presentations, performance and role play.</p> <p>Gain, maintain and monitor the interest of the listener(s). Able to initiate a conversation with a class visitor by using prepared questions.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others. Respond to points of interest when listening to contributions of others.</p>	<p>very few immaturities. E.g. 'f' instead of 'th'.</p> <p>Able to say words with 4 or more syllables fairly consistently.</p> <p>Able to manipulate sounds in words such as deleting sounds from words.</p> <p>Know that there are some terms or expressions that are only used amongst friends.</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates. Take turns to talk, listen and respond in two way conversations and group discussions.</p> <p>Gain, maintain and monitor the interest of the listener(s). Usually able to keep to a topic in a conversation. Can be easily prompted to move on if they are talking too much.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others. Ask lots of questions to find out information and respond appropriately to the answers.</p> <p>Select and use appropriate registers for effective communication. Know that there are some terms or expressions that are only used amongst friends.</p>
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