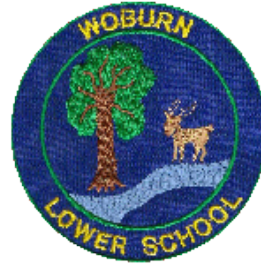


Woburn Lower School - Speaking and Listening Key Knowledge Progression Map 2023/2024



	Early Years	Key Stage 1		Lower Key Stage 2	
Strand	<p>3-4 Year Olds Children in Reception Early Learning Goals</p>	Year 1	Year 2	Year 3	Year 4
Learning Objectives.					
Listening skills	<p><u>Communication and Language</u> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Start a conversation with an adult or a</p>	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and respond appropriately to both adults and their peers.

	<p>friend and continue it .</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>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</p>				
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	<p>clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (Listening, Attention and Understanding – ELGs)</p> <p><u>Expressive Arts and Design</u> Listen with increased attention to sounds Listen attentively, move to and talk about music, expressing their feelings and response.</p> <p><u>PSED</u> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (Self-Regulation – ELGs)</p>				
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<p>Following instructions</p>	<p>Communication and Language Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." PSED Remember rules without needing an adult to remind them Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (Self-Regulation-ELGs) Explain the reasons for rules, know right from wrong and try to behave accordingly. (Managing Self – ELGs)</p>	<p>To understand instructions with more than one point in many situations.</p>	<p>To fully understand instructions with more than one point in many situations and independently</p> <p>To attempt to follow instructions before seeking assistance.</p> <p>To seek clarification when a message is not clear.</p>	<p>To follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p>
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	<p><u>Communication and Language</u> Understand a question or instruction that has two</p>				

<p>Asking and answering questions</p>	<p>parts, such as “Get your coat and wait at the door.”</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Ask questions to find out more and check they understand what has been said to them.</p> <p>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. Make comments about what they have heard and ask questions to clarify their understanding (Listening and Attention – ELGs)</p> <p>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (Speaking – ELGs)</p>	<p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one word answers).</p>	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers when prompted to do so</p>	<p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p>	<p>To generate relevant questions to ask a specific speaker /audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>
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<p>Drama, performance and confidence</p>	<p>Communication and Language <i>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</i> <i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i> <i>Learn rhymes, poems and songs.</i></p> <p>PSED <i>Show more confidence in new social situations.</i> <i>Develop appropriate ways of being assertive</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</i> <i>(Managing Self – ELGs)</i></p> <p>EA and D <i>Create their own songs or improvise a song around one they know.</i> <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i> <i>Sing in a group or on their own, increasing matching the pitch and following the melody.</i> <i>Explore and engage in music making and dance,</i></p>	<p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show ‘and’ tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story. vary in different situations.</p>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character’s feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person’s emotions.</p> <p>To begin to discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>
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	<p>performing solo or in groups.</p> <p>Sings a range of well-known nursery rhymes and songs. Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music (Being Imaginative – ELGs).</p>				
Participating in discussions	<p><u>Communication and Language</u></p> <p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>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>Hold conversation when</p>	<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p> <p>To begin to engage in meaningful discussions in all areas of the curriculum.</p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum.</p>

	<p>engaged in back-and-forth exchanges with their teachers and peers (Listening and Attention – ELGs)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (Speaking – ELGs)</p> <p>Literacy</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.(Comprehension – ELGs)</p>		questioned.		
Vocabulary building and standard English	<p>Communication and Language</p> <p>Use a wider range of vocabulary.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed</p>	<p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p> <p>To organise their</p>	<p>To start to use subject specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according</p>	<p>To use vocabulary that is appropriate to the topic, and/or the audience.</p> <p>To 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.</p> <p>To begin to know and use language that is acceptable in formal and</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk</p>

	<p>sentences. Develop social phrases. Use new vocabulary in different contexts</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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>UTW Talk about what they see, using a wide vocabulary</p> <p>Literacy Engage in extended conversations about stories, learning new vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (Reading – ELGs)</p>	<p>thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences. To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>	<p>informal situations with increasing confidence.</p> <p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p> <p>To begin to adapt their ideas in response to new information.</p>	<p>in an appropriate way</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>
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