

## EMBARC Progression Ladder -Speaking and Listening

### Listen, attend and respond

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>-Listen attentively in a range of situations</li> <li>-Attend to what others say and respond appropriately, while engaged in another activity</li> <li>- Initiate conversations with familiar peers and adults</li> <li>- Follow routine instructions confidently</li> </ul>	<ul style="list-style-type: none"> <li>- Concentrate on the person talking and filter out unwanted noises</li> <li>-Respond to the speakers' main ideas with relevant comments and suggestions</li> <li>- Maintain and sustain attention in small and large groups</li> <li>-Initiate conversations with a wider range of peers and adults</li> <li>- Understand 2-3 part instructions that may include time concepts</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and filter key points in order to respond appropriately</li> <li>-Listen and respond to the speaker making appropriate contributions</li> <li>-Concentrate on the person talking and ignore unwanted background noise and movement</li> <li>- Initiate conversations with less familiar peers and adults</li> <li>- Understand complex 2-3-part instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to complex information and understand most of the key information</li> <li>-Understand and engage with the speaker to show attentive listening</li> <li>- Sustain a conversation for several turns</li> <li>-Initiate conversations with unfamiliar adults and peers around school</li> <li>- Recognise the cause and effect element of spoken instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to information, pick out key points and make relevant, related comments</li> <li>- Add or omit detail in conversation according to how much is already known by the listener</li> <li>- Sustain a conversation giving reasons and explaining choices and views</li> <li>- Infer meanings, reasons and make predictions</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to complex information, identify key elements and make relevant comments</li> <li>- Realise when the listener doesn't fully understand and try to help them follow the conversation</li> <li>-Use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the key points made by several speakers and compare different points of view</li> <li>- Share ideas, information, give and receive advice, offer and take notice of the opinions of others in conversation</li> <li>-Appreciate sarcasm and humour when it is less obvious</li> </ul>

<b>Ask and answer questions</b>						
<ul style="list-style-type: none"> <li>- Question why things happen</li> <li>- Answer simple questions including 'how' and 'why'</li> </ul>	<ul style="list-style-type: none"> <li>- Ask questions to find out things using 'how' and 'why' when prompted</li> <li>- Answer a wide range of questions successfully</li> <li>- Be aware when they haven't understood</li> </ul>	<ul style="list-style-type: none"> <li>- Ask different types of questions to find more information</li> <li>-Justify and explain their answers</li> <li>-Recognise more than one answer could be correct</li> <li>- Recognise when a message is not clear and give reasons why</li> </ul>	<ul style="list-style-type: none"> <li>- Ask a range of relevant questions to find out specific information</li> <li>-Suggest alternative answers</li> <li>- Be aware of when they haven't understood and seek clarification</li> </ul>	<ul style="list-style-type: none"> <li>- Use a series of questions to keep a conversation flowing</li> <li>-Begin to summarise and abbreviate information when answering questions</li> <li>- Be aware of when they can't remember and ask for an explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Use follow up questions linked to answers that have just been given</li> <li>-Summarise and abbreviate information when answering questions</li> <li>- Ask a clarification question that requires the speaker to elaborate on what they have said</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and use different types of questions: open, closed, rhetorical</li> <li>Hypothesise and speculate</li> <li>-Identify clearly when they haven't understood and be specific about what additional information, they need</li> </ul>

**Speaking**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>-Express themselves effectively, showing awareness of listeners' needs</li> <li>-Use talk to connect ideas, speaking in full sentences</li> <li>- Use past, present and future forms accurately when talking about events</li> </ul>	<ul style="list-style-type: none"> <li>- Produce speech that is clear with only a few immaturities</li> <li>-Develop ideas and feelings through organised sustained speaking turns</li> <li>-Use appropriate tenses, word order</li> </ul>	<ul style="list-style-type: none"> <li>- Often produce intelligible speech</li> <li>-recount experiences and connect ideas in a way that holds the listeners attention</li> <li>- Make correct grammatical choices within spoken language and know that some terms are only used amongst friends.</li> </ul>	<ul style="list-style-type: none"> <li>- Produce speech that is consistently clear and easy to understand</li> <li>-Make helpful contributions when speaking in turns</li> <li>- Make correct grammatical choices within spoken language and be aware of using more formal language with adults.</li> </ul>	<ul style="list-style-type: none"> <li>- Produce speech, with words of increasing length, consistently and clearly</li> <li>-Speak in extended turns, with relevant detail, in a structured meaningful way</li> <li>- Have a clear understanding of how grammatical choices affect the listener</li> </ul>	<ul style="list-style-type: none"> <li>- Produce speech using words of any length that is consistently clear</li> <li>-Express and explain relevant ideas with some elaboration to make meaning explicit</li> <li>- Make correct grammatical choices for all spoken language and begin to re-phrase what they want to say according to the audience</li> </ul>	<ul style="list-style-type: none"> <li>- Produce speech using words of any length that is consistently clear</li> <li>-Express complex ideas and feelings in both succinct and extended ways</li> <li>- Make correct grammatical choices for all spoken language and re-phrase what they want to say according to the audience</li> </ul>

<p>- Exploring the meaning and sounds of new words</p> <p>-Repeat speech in response to someone saying 'pardon'</p>	<p>- Join sentences using simple conjunctions</p> <p>- Extend vocabulary by grouping and naming objects, people and places.</p> <p>-Begin to use topic-based vocabulary</p> <p>-Change the loudness and speed of their speech to help the listener</p>	<p>- Join sentences using a wide range of conjunctions</p> <p>- Use a wide range of vocabulary and compare words by the way they look, sound or their meaning</p> <p>-Use topic and subject based vocabulary</p> <p>-Simplify their speech to according to the needs of the listener</p>	<p>-Use a wide range of conjunctions to increase the length and complexity of their sentences</p> <p>- Experiment with new vocabulary in different contexts</p> <p>-Suggest ways to improve their own speech and language</p>	<p>-Use longer grammatically complex sentences</p> <p>- Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify</p> <p>-Show understanding of how and why language choices vary in their own and others talk</p>	<p>- Use complex sentences and conjunctions to link ideas together in order to present ideas logically</p> <p>- Independently experiment with interesting and varied vocabulary (topic and subject)</p> <p>-Explain features of own and other's language use and link it to different purposes and situations</p>	<p>- Use long and complex sentence structures in class and other situations</p> <p>- Independently experiment with complex vocabulary</p> <p>-Include a range of terminology in all subjects</p> <p>Evaluate the meaning and impact of their own and others' use of spoken language</p>
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**Narratives, discussions and presentations**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>- Listen to stories, accurately anticipate key events.</p> <p>- Introduce a storyline into their play</p> <p>- Use intonation, rhythm and phrasing to make the meaning clear to others</p>	<p>- Tell a simple story (beginning, middle and end)</p> <p>-Describe the story setting and the appearance and personality of the characters</p> <p>- Show understanding of characters and situations by adapting speech, gesture and movement to convey meaning</p>	<p>- Tell a story (setting the scene, story plot and the sequence of events) in the right order</p> <p>- Remember their words and speak clearly in short presentations, performances and role play with an understanding of character and perform to a wider audience</p> <p>- Begin to use inference skills</p>	<p>- Tell a story with a clear structure including the setting and ideas linked in different ways</p> <p>- Understand how language is used to show how a character may be feeling and why</p> <p>-Use inference skills to fully understand the deeper meaning of a story</p>	<p>- Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point</p> <p>- Take on group roles including in role-play and group discussion, showing an understanding of cause and effect</p>	<p>- Include a subplot in telling stories and recall events before resolving the main storyline</p> <p>- Participate in discussions and debates, by presenting evidence and using persuasive language</p>	<p>- Tell elaborate entertaining stories which are full of detailed descriptions</p> <p>-Present ideas logically, using inference, reasoning and prediction skill</p> <p>-Negotiate an agreement, explaining other options and possible outcome</p>

Parts of this document have been taken from 'Communicating and Curriculum' written by The Communication Trust