

English Pathway – Speaking & Listening



	Nursery	Reception	Year1	Year 2	Expectation
Listening skills	<p>To listen to others one-to-one or in small groups, when a conversation interests them.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>	<p>To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To have two-channelled attention – can listen and do for short span.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To follow a story without pictures or props</p> <p>To listen attentively in a range of situations.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity</p>	<p>To listen to others in a range of situations and usually respond appropriately.</p>	<p>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.</p>	

English Pathway – Speaking & Listening



	Nursery	Reception	Year1	Year 2	Expectation
	<p>To focus attention – still listen or do, but can shift own attention.</p> <p>To be able to follow directions (if not intently focused on own choice of activity).</p>				
Following instructions	To respond to simple instructions, e.g. to get or put away an object.	<p>To respond to instructions involving a two-part sequence.</p> <p>To follow instructions involving several ideas or actions.</p>	To understand instructions with more than one point in many situations.	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance.</p>	
Answering and asking questions	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and give explanations and ask questions, e.g. who, what, when, how.</p> <p>To comment and ask questions about</p>	<p>To ask appropriate questions of others.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</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</p>	

English Pathway – Speaking & Listening



	Nursery	Reception	Year1	Year 2	Expectation
	aspects of their familiar world, such as the place where they live or the natural world.			their answers when prompted to do so.	
Drama, performance and confidence	<p>To talk confidently with other children when playing and communicate freely about own home and community.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>To confidently speak to others about own needs, wants, interests and opinions.</p> <p>To speak confidently in a familiar group and talk about their ideas.</p> <p>To express themselves effectively, showing awareness of listeners' needs</p>	<p>To speak clearly in a way that is easy to understand.</p> <p>To speak confidently within a group of peers so that their message is clear.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' 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.</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</p>	

English Pathway – Speaking & Listening



	Nursery	Reception	Year1	Year 2	Expectation
				happen	
Vocabulary Building and Standard English	<p>To begin to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>To use a range of tenses (e.g. play, playing, will play, played).</p> <p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p>	<p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</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 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 to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p>	
Speaking for a range of purposes	<p>To retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To talk to connect ideas, explain what is happening and anticipate what might</p>	<p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to</p>	<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p>	

English Pathway – Speaking & Listening



	Nursery	Reception	Year1	Year 2	Expectation
	<p>happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To remember and talk about significant events in their own experience.</p> <p>To talk about why things happen and how things work.</p>	<p>organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To explain own knowledge and understanding.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To retell simple stories and recounts aloud.</p>	<p>To offer ideas based on what has been heard.</p>	
Participating in discussion		<p>To initiate conversations, attend to and take account of what others say.</p> <p>To listen and respond to ideas expressed by others in conversation or discussion. This is 40-60m not ELG.</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</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>	

English Pathway – Speaking & Listening



	Nursery	Reception	Year1	Year 2	Expectation
			opinions and ideas.	To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	

VOCABULARY

speak	listen	What do you think?	compare	similar
different	opinion	respect	Tell me/us.....	clear
pronounce	loudly	discuss	conversation	main points

* The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domains. This long-term map is Twinkl's interpretation of how the statutory and non-statutory spoken language guidance can be broken down to show the progression of skills and knowledge across EYFS, KS1 and KS2.