

SPEAKING & LISTENING CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING
PROGRESSION- September 2023



Nursery- Two to Three Year Olds	Nursery- Three to Four Year Olds	Reception	Year 1	Year 2
<p>I turn towards familiar sounds. I am also startled by loud noises and accurately locate the source of a familiar person's voice, such as my key person or a parent.</p> <p>I gaze at faces, copying facial expressions and movements like sticking out my tongue. I make eye contact for longer periods.</p> <p>I watch someone's face as they talk.</p>	<p>I can pay attention to more than one thing at a time, which can be difficult.</p>	<p>I understand how to listen carefully and why listening is important.</p> <p>ELG- I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during discussions.</p>	<p>I speak clearly and confidently in front of people in my class.</p>	<p>I can talk in complete sentences.</p>
<p>I recognise and are calmed by a familiar and friendly voice.</p> <p>I listen and respond to a simple instruction.</p>	<p>I enjoy listening to longer stories and can remember much of what happens.</p>	<p>I can listen to and talk about stories to build familiarity and understanding.</p> <p>I can retell a story, once I have developed a deep</p>	<p>I can re-tell a well known story and remember the main characters.</p>	<p>I can retell a story using narrative language and linking words and phrases.</p>

<p>I make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p> <p>I listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>I generally focus on an activity of their own choice and find it difficult to be directed by an adult.</p>	<p>I can talk about a familiar book and be able to tell a long story.</p>	<p>familiarity with it, some as exact repetition and some in my own words. I engage in story time.</p> <p>ELG- I make comments about what I have heard and ask questions to clarify my understanding.</p>		
<p>I copy your gestures and words.</p> <p>I use intonation, pitch and changing volume when 'talking'.</p> <p>I understand single words in context – 'cup', 'milk', 'daddy'.</p>	<p>I can understand a question or instruction that has two parts.</p>	<p>I can use new vocabulary in different contexts.</p> <p>I can connect one idea or action to another using a range of connectives.</p>	<p>I can hold attention when playing and learning with others.</p>	<p>I can hold the attention of people I am speaking to by adapting the way I talk.</p>

I understand frequently used words such as 'all gone', 'no' and 'bye-bye'.				
<p>I constantly babble and use single words during play.</p> <p>I babble, using sounds like 'baba', 'mamama'.</p> <p>I use gestures like waving and pointing to communicate.</p> <p>I reach or point to something I want while making sounds.</p> <p>I recognise and point to objects if asked about them.</p> <p>I make themselves understood, and can become frustrated when I cannot.</p> <p>I start to say how I am feeling, using words as well as actions.</p>	I can express my point of view to debate when I disagree with an adult or friend using words as well as actions.	ELG- I can express my ideas and feelings using full sentences, using past, present and future tenses and using conjunctions.	I can keep to the main topic when we are talking in a group.	I can decide when I need to use specific vocabulary.

I start to develop conversation, often jumping from topic to topic.				
<p>I understand simple instructions like “give to nanny” or “stop”.</p> <p>I identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</p> <p>I understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.</p> <p>I understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</p>	I can understand why questions.	<p>I can use talk to help work out problems and organize thinking and activities and to explain how things work and why they might happen.</p> <p>I can ask questions to find out more and to check I understand what has been said to me.</p> <p>ELG- I can offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	<p>I can ask questions in order to get more information.</p>	<p>I can ask question to get more information and clarify meaning.</p>

	I can use longer sentences of four to six words.	I can articulate my thoughts and ideas in well-formed sentences. ELG- I participate in small groups, class and one to one discussions, offering my own ideas.	I can start a conversation with an adult I know well or with my friends.	I am aware that formal and informal situations require different language (<i>beginning</i>).
	I can start a conversation with an adult or a friend and take turns to talk.	I understand why it is important to listen. ELG- I can hold a conversation when engaged.	I listen carefully to the things other people have to say in a group.	I can take turns when talking in pairs or a small group.
	I can develop my communication but may have problems with irregular tenses and plurals.	I describe some events in detail.	I join in with conversations in a group.	I understand how to speak for different purposes and audiences (<i>beginning</i>).
I develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.	I can use talk to organize myself and my play. I can use a wider range of vocabulary.	I can use new vocabulary throughout the day during my play. I learn new vocabulary. I develop social phrases.	I join in with role play.	I can perform a simple poem from memory.
	I can sing a repertoire of songs.	I can listen carefully to rhymes and songs, paying attention to how they sound. I can learn rhymes, poems and songs.		
		I engage on non-fiction books.		

		I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
<p>I use the speech sounds p, b, m, w.</p> <ul style="list-style-type: none"> • Pronounce: <ul style="list-style-type: none"> - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' • Listen to simple s 	I develop my pronunciation but may have problems saying 'r, j, th, ch and sh'			