

Speaking and Listening Progression EYFS

	Nursery	Reception
Listening Skills	<ul style="list-style-type: none"> • Listen with increased attention to sounds • 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 friend and continue it for many turns. 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers • Give focused attention to what the teacher says, responding appropriately even when engaged in an activity
Following Instructions	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." • Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> • Show an ability to follow instructions involving several ideas or actions. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
Asking and Answering Questions	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> • Ask questions to find out more and check they understand what has been said to them. • 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.
Drama Performance	<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • Show more confidence in new social situations. • Develop appropriate ways of being assertive. • Create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasing matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • 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.
Speaking for a Range of Purposes	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary • Engage in extended conversations about stories, learning new vocabulary • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend, and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Express their feelings and consider the feelings of others. • Talk about their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Describe what they see, hear and feel whilst outside. • Share their creations, explaining the processes they have used.
Participating in Discussion	<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Articulate their ideas and thoughts in well-formed sentences. • Respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions. • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.