



The Sultan's School
Primary English (Speaking and Listening) Progression of Skills 2022-23

Strand	Y1	Y2	Y3	Y4	Y5	Y6
Making yourself understood	<ul style="list-style-type: none"> ● 1SLm.01 Speak audibly and clearly with familiar people. ● 1SLm.02 Provide relevant information, as needed. ● 1SLm.03 Use some relevant vocabulary to describe events and feelings. ● *1SLm.04 Show some use of non-verbal communication techniques. ● *1SLm.05 Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues. 	<ul style="list-style-type: none"> ● 2SLm.01 Speak clearly and confidently with familiar people. ● 2SLm.02 Provide relevant information with sufficient detail, as needed. ● 2SLm.03 Use relevant vocabulary to describe events and feelings. ● *2SLm.04 Show some use of non-verbal communication techniques. ● *2SLm.05 Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues. 	<ul style="list-style-type: none"> ● 3SLm.01 Speak fluently and confidently in a range of familiar contexts. ● 3SLm.02 Select appropriate information, with appropriate detail, as needed. ● 3SLm.03 Use vocabulary appropriate to the situation. ● *3SLm.04 Use non-verbal communication techniques for different purposes. ● *3SLm.05 Show awareness of an audience, e.g. by adapting language and tone to engage them. 	<ul style="list-style-type: none"> ● 4SLm.01 Speak with accuracy and sometimes at length in a range of familiar contexts. ● 4SLm.01 Speak with accuracy and sometimes at length in a range of familiar contexts. ● 4SLm.02 Sequence relevant information to aid the listener's understanding. ● 4SLm.03 Use vocabulary precisely to make the meaning clear. ● *4SLm.04 Use non-verbal communication techniques for different purposes. ● *4SLm.05 Show awareness of an audience, e.g. by adapting language and tone to engage them. 	<ul style="list-style-type: none"> ● 5SLm.01 Speak precisely either with concision or at length, as appropriate to context. ● 5SLm.02 Structure relevant information in a way that supports the purpose and aids the listener's understanding. ● 5SLm.03 Use language to convey ideas and opinions, with some detail. ● *5SLm.04 Adapt non-verbal communication techniques for different purposes and contexts. ● *5SLm.05 Show awareness of different audiences, e.g. by using the appropriate register. 	<ul style="list-style-type: none"> ● 6SLm.01 Adapt pace and tone of speech appropriately in formal and informal contexts. ● 6SLm.02 Structure information to aid the listener's understanding of the main and subsidiary points. ● 6SLm.03 Use language to convey ideas and opinions, with increasing clarity and detail. ● *6SLm.04 Adapt non-verbal communication techniques for different purposes and contexts. ● *6SLm.05 Show awareness of different audiences, e.g. by using the appropriate register.
Showing understanding	<ul style="list-style-type: none"> ● 1SLs.01 Listen and respond appropriately, including following a sequence of simple instructions. ● 1SLs.02 Ask simple questions about 	<ul style="list-style-type: none"> ● 2SLs.01 Listen and respond appropriately, including recalling the main points. ● 2SLs.02 Ask questions about what is heard or 	<ul style="list-style-type: none"> ● 3SLs.01 Listen and respond appropriately, including following a sequence of instructions to carry out an activity. ● 3SLs.02 Ask questions about 	<ul style="list-style-type: none"> ● 4SLs.01 Listen and respond appropriately, including asking and answering questions to develop ideas. 	<ul style="list-style-type: none"> ● 5SLs.01 Listen, reflect on what is heard and give a reasoned response. 	<ul style="list-style-type: none"> ● 6SLs.01 Listen, reflect on what is heard and give a reasoned response with reference to at least one specific point made by the speaker.



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	what is heard or read.	read to improve understanding.	what is heard or read that demonstrate understanding of the main points.			
Group work and discussion	<ul style="list-style-type: none"> • *1SLg.01 Work with others in a group. • *1SLg.02 Show understanding of the opinions of others. • 1SLg.03 During a discussion, listen to others without interrupting. • 1SLg.04 Take turns in speaking, expressing own feelings and ideas. 	<ul style="list-style-type: none"> • *2SLg.01 Work with others in a group. • *2SLg.02 Show understanding of the opinions of others. • 2SLg.03 During a discussion, respond in a way that is relevant to the task. • 2SLg.04 Take turns in speaking, adding relevant information. 	<ul style="list-style-type: none"> • *3SLg.01 Begin to take an assigned role within a group. • *3SLg.02 Respond politely to another point of view with a personal point of view. • 3SLg.03 Extend a discussion by contributing relevant comments. • 3SLg.04 Take turns in a discussion, acknowledging what others have said. 	<ul style="list-style-type: none"> • *4SLg.01 Begin to take an assigned role within a group. • *4SLg.02 Respond politely to another point of view with a personal point of view. • 4SLg.03 Extend a discussion by contributing relevant comments and questions. • 4SLg.04 Take turns in a discussion, making links with what others have said. 	<ul style="list-style-type: none"> • *5SLg.01 Take different assigned roles within groups, and begin to assign roles within a group. • *5SLg.02 Show consideration of another point of view. • 5SLg.03 Extend a discussion by asking and answering questions to refine ideas. • 5SLg.04 Take turns in a discussion, building on what others have said. 	<ul style="list-style-type: none"> • *6SLg.01 Take different assigned roles within groups, and begin to assign roles within a group. • *6SLg.02 Show consideration of another point of view. • 6SLg.03 Extend a discussion by building on own and other's ideas. • 6SLg.04 Encourage others to take turns in a discussion.
Performance	<ul style="list-style-type: none"> • 1SLp.01 Re-read sentences aloud with some fluency and expression. • 1SLp.02 Recite simple poems, showing awareness of rhythm. • 1SLp.03 Pause at full stops when reading aloud. • 1SLp.04 Engage in imaginative play, enacting simple characters or situations. 	<ul style="list-style-type: none"> • 2SLp.01 Read familiar stories and poems aloud with fluency and expression. • 2SLp.02 Show awareness of speech marks when reading aloud. • 2SLp.03 Extend experiences and ideas about characters and situations through role-play. 	<ul style="list-style-type: none"> • 3SLp.01 Read aloud with expression appropriate to the meaning and sound of the words. • 3SLp.02 Show awareness of different voices when reading aloud. • 3SLp.03 Use knowledge of punctuation and grammar to read familiar texts with accuracy. 	<ul style="list-style-type: none"> • 4SLp.01 Read aloud with expression, adapting the pace and volume appropriate to the content. • 4SLp.02 Read aloud with accuracy and fluency, showing awareness of punctuation. • 4SLp.03 Adapt speech, gesture and movement to portray a character in drama. 	<ul style="list-style-type: none"> • *5SLp.01 Read aloud with accuracy, and increasing confidence and style. • 5SLp.02 Convey ideas about characters in drama through deliberate choice of speech, gesture and movement. • *5SLp.03 Plan and deliver independent and group presentations confidently to a range of audiences, 	<ul style="list-style-type: none"> • *6SLp.01 Read aloud with accuracy, and increasing confidence and style. • 6SLp.02 Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement. • *6SLp.03 Plan and deliver independent and group presentations



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	<ul style="list-style-type: none"> • 1SLp.05 Make a simple personal statement in a familiar context. 	<ul style="list-style-type: none"> • 2SLp.04 Deliver a short presentation in a familiar context about a chosen object or event. 	<ul style="list-style-type: none"> • 3SLp.04 Use speech, gesture and movement to create a character in drama. • 3SLp.05 Plan and deliver a presentation independently on a familiar subject in a familiar context. 	<ul style="list-style-type: none"> • 4SLp.04 Plan and deliver a group presentation on a familiar subject, including to a wider audience. 	<p>adapting presentations appropriately to the audience.</p> <ul style="list-style-type: none"> • *5SLp.04 Begin to make choices about the most appropriate media for a particular presentation. 	<p>confidently to a range of audiences, adapting presentations appropriately to the audience.</p> <ul style="list-style-type: none"> • *6SLp.04 Begin to make choices about the most appropriate media for a particular presentation.
<p style="text-align: center;">Reflection and evaluation</p>	<ul style="list-style-type: none"> • 1SLr.01 Talk about own activities, including what they enjoyed. • 1SLr.02 Suggest how someone's non-verbal communication reflects their feelings. 	<ul style="list-style-type: none"> • 2SLr.01 Talk about own activities, including why they made particular choices. • 2SLr.02 Talk about others' presentations, including what they enjoyed and why. 	<ul style="list-style-type: none"> • *3SLr.01 Begin to evaluate own and others' talk, including what went well and what could be improved next time. • 3SLr.02 Begin to comment on the ways that meaning can be expressed verbally and non-verbally in different contexts. 	<ul style="list-style-type: none"> • *4SLr.01 Begin to evaluate own and others' talk, including what went well and what could be improved next time. • 4SLr.02 Comment on the ways that meaning can be expressed verbally and non-verbally in different contexts. 	<ul style="list-style-type: none"> • *5SLr.01 Evaluate own and others' talk, including what went well and what could be improved next time. • 5SLr.02 Comment on how and why communication varies in different contexts. 	<ul style="list-style-type: none"> • *6SLr.01 Evaluate own and others' talk, including what went well and what could be improved next time. • 6SLr.02 Begin to explain variations in communication, including register.