

CKIS Progression Map

Nursery (3-4 years old)



Key Skills to teach				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<ul style="list-style-type: none"> To use simple gestures to support talk To begin to use eye contact when talking to a familiar adult To begin to project their voice when talking to a small group 	<ul style="list-style-type: none"> To begin to take opportunities to try out new language, even if it is not always used correctly. To use 'pretend' talk in my play using correct vocabulary for play objects. 	<ul style="list-style-type: none"> To begin to use a variety of simple question openers (e.g. <i>what</i>, <i>where</i>, <i>who</i>). Listen and respond to ideas expressed by others in conversation and discussion. 	<ul style="list-style-type: none"> To begin to engage in conversation with a familiar adult. To begin to turn-take when talking with a partner. 	<p>Role-play areas</p> <p>Visits around the school and interaction with other adults</p> <p>Give opportunities for children to speak in 'show and tell' time</p>
Teaching Ideas				
<ul style="list-style-type: none"> Circle time – providing opportunities for turn-taking (holding a 'special' toy when they are the speaker –allow opportunities to 'pass') Model good listening when others are speaking – looking at the speaker, sitting quietly Story-time – allow opportunities to talk about the story – modelling good speech and sentence structure Support children to develop an awareness of their voices – 'tell your partner in a whisper ... speak to me in your indoor/outdoor voice' Provide opportunities in role-play to take on different roles – equip them with appropriate vocabulary 				

Reception (4-5 years old)

Key Skills to teach				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<ul style="list-style-type: none"> To speak audibly so they can be heard and understood To use gestures to support meaning in play 	<ul style="list-style-type: none"> To use talk in play to practise new vocabulary To join phrases with words such as 'if', 'because' 'so' 'could' 'but' 	<ul style="list-style-type: none"> To use 'because' to develop their ideas To make relevant contributions and asks questions To describe events that have happened to them in detail. 	<ul style="list-style-type: none"> To look at someone who is speaking to them To take turns to speak when working in a group 	<ul style="list-style-type: none"> To speak to a partner during whole class teaching Taking pupils to the supermarket or post office to practise speaking to an unfamiliar adult to carry out a transaction Provide pupils with opportunities to speak for an extended period of time about something they are interested in ,for example a favourite toy or what they did at the weekend.
Teaching ideas				
<ul style="list-style-type: none"> Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow, you sounded just like a grown-up shopkeeper!' 				

- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
 - Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
 - Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practise speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'

Year 1 (5-6 years old)

Key Skills to teach				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<ul style="list-style-type: none"> • To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. • To speak clearly and confidently in a range of contexts 	<ul style="list-style-type: none"> • To use vocabulary appropriate specific to the topic at hand • To take opportunities to try out new language, even if not always used correctly. • To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... 	<ul style="list-style-type: none"> • To offer reasons for their opinions • To recognise when they haven't understood something and asks a question to help with this. • To disagree with someone else's opinion politely. • To explain ideas and events in chronological order. 	<ul style="list-style-type: none"> • Listens to others and is willing to change their mind based on what they have heard • To organise group discussions independently of an adult. 	<ul style="list-style-type: none"> • To take part in small group discussions without an adult. • To be filmed speaking and use this for reflection • To speak in front of a larger audience e.g. during an assembly.

	because ...' 'Linking to ...' <ul style="list-style-type: none"> To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. 			
Teaching ideas				
<ul style="list-style-type: none"> To take part in small group discussions without an adult. To be filmed speaking and use this for reflection To speak in front of a larger audience e.g. during an assembly. 				

Year 2 (6-7 years old)

Key Skills to teach				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<ul style="list-style-type: none"> To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say 	<ul style="list-style-type: none"> To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging 	<ul style="list-style-type: none"> To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and 	<ul style="list-style-type: none"> To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and to invite them into 	<ul style="list-style-type: none"> Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.

them.	others' ideas.	their own and others' experiences.	discussion. <ul style="list-style-type: none"> Confident delivery of short pre-prepared material 	<ul style="list-style-type: none"> Participate in a short 'show and tell' session.
Teaching ideas				
<ul style="list-style-type: none"> Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point. Create different role play scenarios which enable pupils to practise speaking in different contexts e.g. having tea with the Queen, talking to a sibling, talking to a neighbour or a friend on the playground. Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'. Use hot-seating and question tennis to develop pupils' questioning skills. Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them. Before students deliver presentational talk, create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers. 				