Haughton School Speaking Progression Map (Skills)



I can use the term 'that' to refer to objects in view.

I can use the term 'this' to refer to objects in possession.

I can talk to other children.

can ask simple questions.

I can use common adjectives

I can use facial expression to enhance meaning.

I can produce a three-word string.

I can carry on a simple 'two way' conversation I can state what I am doing.

I can ask the question 'Where + noun'.

I can ask the question 'What'.

I can ask the question 'Who'.

I can begin to use the term 'me'.

> I can begin to use the term 'mine'.



I can combine two words/signs/symb ols.

I can express two concepts.

I can join in with familiar poems and songs.

own name.



I can say my



I can identify common objects and describe their use.

I am able to give a simple reason for my actions.

I can use adjectives in relation to nouns.

can use some irregular plurals.

I can use some irregular tenses.

I can request a favourite story.

I can use the past tense correctly.

I can use the future tense correctly.

can use 'the' and 'a'.

I can relate an experience to an event or a story.

I can sequence a report of an event.

I can use 'I', 'You' and 'Me' correctly.

I can apply knowledge of plurals sometimes incorrectly.



I can talk about present experience.

I can make phrases or statements in the future tense.

I can make phrases or statements in the past tense.

I can apply knowledge of tense sometimes incorrectly.



I can apply



I know some simple poems by heart.

I can retell a simple story.

I can use the correct personal pronoun.

I can give simple instructions.

I can say if I like or dislike a story. I know some verses and jingles by heart.

I can describe an object or picture I can see.

I remember some details of a story.

I can use the correct form of the verb 'to be' a majority of the time.

I can retell a key part of a story.

I can indicate a personal need.

I can describe a property of an object.

I show an awareness of the correct personal pronouns.

I can talk about what is happening in a picture.



I can talk about what I am going to do. I can talk about a two-step sequence linked to a personal event.



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I can tell an adul about a persona event.





I can name several characters in a story and name the character I prefer.

I can answer 'how' and 'why' questions.

I can answer 'who', 'what', 'where' and 'when' questions.

I can describe an event.

can tell a simple story to a group.

I can create a character and give a simple description.

I can use adjectives to enhance speech.

I can use an increasing range of new vocabulary to add meaning to what I am saying.

I can discuss the task the group has to do.

I can explainto an adult what I am doing and why.

I can say why I liked the story.

I can predict what might happen next.

I can talk to peers in the classroom.

I can talk about a character or incident.



I can express my opinion.

I can initiate conversation with an adult.

I can retell an experience using descriptive language.

I can recount ideas logically.





I can explain cause and affect in a given situation.

I can relate situations to my own experience.

I can show an awareness of different tenses.

I can show an awareness of the use of pronouns.

voices for different characters

I can present work in a larger group.

I can use rhyme when creating poems.

I can extend a listener's understanding.

I can compare characters and discuss story lines.



I can make relevant contributions to a discussion.

I can discuss my likes and dislikes.

I can give reasons for an idea.

I can speak in sentences.



I can predict what a character will do next.

I can compare two items, stories or characters.

I can ask relevant questions.

I can use descriptive language.



