

**Listening Skills Progression Chart (Nursery – Year 6)**

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| Year Group | Listening Expectations | Supporting Activities |
| Nursery | - Listens to familiar sounds, voices, and simple instructions.- Begins to respond to name and simple verbal prompts.- Listens to short stories and rhymes with increasing attention. | - Singing nursery rhymes and action songs.- Playing listening games like “Simon Says.”- Using instruments for sound discrimination.- Story time with repeated refrains. |
| Reception (EYFS) | - Listens to others in one-to-one and small group settings.- Maintains attention during short stories or discussions.- Begins to respond with relevant comments or actions.- Understands and follows two-part instructions. | - Story sequencing and retelling with props.- Turn-taking games and circle time discussions.- Visual aids to support auditory instructions.- Drama/role play to encourage active listening. |
| Year 1 | - Listens attentively to spoken language.- Responds appropriately to simple questions and instructions.- Listens to others and begins to wait their turn in conversation.- Understands and recalls key story events. | - Paired talk and listening games (e.g., “telephone” game).- Read-aloud sessions with questioning.- Using talking partners.- Simple note-taking/drawing after listening. |
| Year 2 | - Listens with sustained attention in different contexts (e.g., classroom, assemblies).- Responds to multi-step instructions.- Listens and contributes appropriately in group discussions.- Shows understanding by asking and answering relevant questions. | - Barrier games (where listening is crucial to complete a task).- Recording and playing back student responses.- Comprehension activities based on audio clips or read-alouds.- Role-play interviews or presentations. |
| Year 3 | - Listens to extended explanations and contributes relevant ideas.- Identifies key points in oral presentations.- Listens respectfully and responds appropriately to different viewpoints.- Starts to infer meaning from tone or implication. | - Guided group discussions with clear roles (e.g., speaker, listener).- Audio stories followed by comprehension tasks.- Debating simple topics with structured turns.- Listening journals or note-taking. |
| Year 4 | - Listens for specific information in longer spoken texts.- Understands implied meanings and opinions.- Reflects on what has been heard and offers a considered response.- Summarises main points from a discussion or presentation. | - Class debates and structured group tasks.- Listening and summarising news reports or podcasts.- Peer presentations with peer review.- Active listening checklists during listening tasks. |
| Year 5 | - Listens and responds critically to a range of speakers.- Distinguishes between fact and opinion.- Engages with increasingly complex verbal information.- Listens and contributes with sustained focus and appropriate questioning. | - Note-taking from oral sources (e.g., assemblies, guest speakers).- Analysing speeches or persuasive language.- Evaluating peer presentations or performances.- Creating mind maps from listening tasks. |
| Year 6 | - Demonstrates confident and active listening in formal and informal contexts.- Evaluates arguments and justifies responses.- Recognises rhetorical devices and persuasive techniques.- Adapts responses to suit audience and purpose. | - High-level debates and discussions on current events.- Critical listening tasks (e.g., TED-style talks, podcasts).- Preparing formal responses to speeches or oral texts.- Collaborative problem-solving tasks requiring precise listening. |

**Tips for Whole-School Support**

* **Visual cues and prompts**: Especially effective for early years and SEN.
* **Consistent routines**: Develop attention and listening expectations early on.
* **Model good listening**: Teachers and TAs model active listening behaviours.
* **Build metacognitive strategies**: Encourage children to reflect on *how* they listen and why it’s important.
* **Use technology**: Recordings, podcasts, and interactive listening tasks can enhance engagement.