



WHOLE SCHOOL PROGRESSION IN SPOKEN LANGUAGE



	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills	<p><b>Listening and Attention</b> To listen attentively in a range of situations.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>To begin to listen and respond appropriately to adults and their peers.</p> <p>To begin to know that different people have different ideas; be able to listen to these and make a contribution.</p>	<p>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small group.</p> <p>To know that different people have different ideas; be able to listen to these and make a contribution.</p>	<p>To begin to listen carefully in a range of contexts and usually respond appropriately to both adults and peers.</p> <p>To begin to consider viewpoints; usually listening to these and build on the contribution of others.</p>	<p>To listen carefully in a range of contexts and respond appropriately to both adults and peers.</p> <p>To consider viewpoints; listen to these and build on the contribution of others.</p>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a project where they listen to the views of others and adapt to meet the needs of a group.</p>	<p>To make improvements based on constructive feedback on their listening skills.</p>
Following Instructions	<p><b>Understanding</b> To follow instructions involving several ideas.</p>	<p>To understand instructions with more than one point in many situations.</p>	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance.</p>	<p>To begin to follow instructions in a range of unfamiliar situations.</p> <p>To ask for specific additional information to clarify instructions.</p>	<p>To begin to follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p>	<p>To begin to follow complex directions/multi-step instructions without the need for repetition.</p>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p>
Asking and Answering Questions	<p><b>Understanding</b> To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics and with encouragement, express their opinion.</p>	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers, in a simple way, when prompted to do so.</p>	<p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p>	<p>To generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>	<p>To ask relevant questions which deepen conversations and/or further their knowledge.</p> <p>To understand how to answer questions that require more detailed answers and justifications.</p>	<p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers, arguments and opinions with increasing confidence in a range of situations.</p>
Drama Performance & Confidence	<p><b>Speaking</b> To express themselves effectively, showing an awareness of the listeners' needs.</p> <p><b>Self-Confidence &amp; Self-Awareness</b> To speak confidently in a familiar group, will talk about their ideas.</p> <p><b>Being Imaginative</b> Express their own ideas, thoughts and feelings, through role play and stories.</p>	<p>Grow in confidence to speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g in assembly, school plays.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p>To grow in confidence to speak audibly and fluently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in drama or role play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from adults and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from adults and peers.</p> <p>To take on specific a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback from adults and peers (and from observing other speakers) to make improvements to a performance.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>To participate confidently in a range of different performances, role play activities and improvisations.</p> <p>To gain, maintain and monitor the interest of the listeners.</p> <p>To select and use appropriate registers for effective communication.</p>
Vocabulary Building and Standard English	<p><b>Speaking</b> To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To begin to speak in grammatically correct sentences.</p>	<p>To start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being</p>	<p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To recognise powerful vocabulary in stories/ texts that</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that</p>	<p>To use relevant strategies to build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to</p>

		<p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To extend vocabulary by exploring the meaning of new words, using relevant strategies.</p> <p>To think of alternatives for simple vocabulary choices.</p>	<p>discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p>	<p>they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>the topic, audience and purpose</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide</p>
Speaking for a Range of Purposes	<p><b>Speaking</b></p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p> <p>Explain simple things to explore ideas.</p> <p>To gain the interest of the listener.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>	<p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
Participating in Discussion	<p><b>Speaking</b></p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To join in conversations.</p> <p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p> <p>To tell a simple narrative.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum.</p>	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations.</p> <p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>