

Spoken Language Progression Map: Cranford Park Academy

The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domains. This long-term map is our interpretation of how the statutory and non-statutory spoken language guidance can be broken down to show the progression of skills and knowledge across EYFS, KS1 and KS2.

EYFS

Spoken Language:

Early Learning Goals:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Sings a range of well-known nursery rhymes and songs.
- Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Talk about the lives of the people around them and their roles in society.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Share their creations, explaining the processes they have used.
- Invent, adapt and recount narratives and stories with peers and their teacher.

Year 1

Listening skills:

- Listen to others in a range of situations and usually respond appropriately

- Understand instruction with more than one point in many situations

Asking and answering questions:

- Begin to ask questions that are linked to the topic being discussed
- Answer questions on a wider range of topics (sometimes may only be one word answers)

Drama, performance and confidence:

- Speak clearly in a way that is easy to understand
- Speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session
- Know when it is their turn to speak in a small group presentation or play performance
- Take part in a simple role play of a known story

Vocabulary building and Standard English:

- Use appropriate vocabulary to describe their immediate world and feelings
- Think of alternative for simple vocabulary choices

Speaking for a range of purposes:

- Organise their thoughts into sentences before expressing them
- Describe their immediate world and environment
- Retell simple stories and recounts aloud

Participating in discussion:

- Recognise when it is their turn to speak in discussion
- Recognise that different people will have different responses and that these are valuable as their own opinions and ideas

Year 2

Listening skills:

- Listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small group

Following instruction:

- Fully understand with more than one point in many situations and independently seek clarification when a message is not clear
- Attempt to follow instructions before seeking assistance

Asking and answering questions:

- Show that they are following a conversation by asking relevant and timely questions
- Answer questions using clear sentences
- Begin to give reasoning behind their answers when prompted to do so

Drama, performance and confidence:

- Speak confidently within a group of peers so that their message is clear
- Practise and rehearse reading sentences and stories aloud
- Take on a different role in a drama or role play and discuss the character's feelings
- Recognise that sometimes speakers talk differently and discuss reasons why this might happen

Vocabulary building and Standard English:

- Start to use subject specific vocabulary to explain, describe and add detail
- Suggest words or phrases appropriate to the topic being discussed
- Start to vary language according to the situation between formal and informal
- Usually speak in grammatically correct sentences

- Talk about themselves clearly and confidently
- Verbally recount experiences with some added interesting details
- Offer ideas based on what has been heard

Participating in discussion:

- Give enough detail to hold the interest of other participant(s) in a discussion
- Engage in meaningful discussions that relate to different topic areas
- Remain focused on a discussion when not directly involved and be able to recall main points when questioned

Year 3

Listening skills:

- Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers

Following instruction:

- Follow instructions in a range of unfamiliar situations
- Recognise when it is needed and ask for specific additional information to clarify instructions

Asking and answering questions:

- Ask questions that relate to what has been heard or what was presented to them
- Begin to offer support for their answers to questions with justifiable reasoning

Drama, performance and confidence:

- Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers
- Speak regularly in front of large and small audiences
- Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions

Vocabulary building and Standard English:

- Use vocabulary that is appropriate to the topic and/or the audience
- Recognise powerful vocabulary in stories/texts that they read or listen to and begin to try to use these words and phrases in their own talk
- Discuss topics that are unfamiliar to their own direct experience

Speaking for a range of purposes:

- Organise what they want to say so that it has a clear purpose
- Begin to give descriptions, recounts and narrative retellings with added details to engage listeners

Participating in discussion:

- Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation
- Take account of the viewpoints of others when participating in discussions

Year 4

Listening skills:

- Consolidation of skills embedded in Year 3

Following instruction:

- Follow complex directions/multi-step instructions without the need for repetition

Asking and answering questions:

- Generate relevant questions to ask a specific speaker/audience in response to what has been said

Drama, performance and confidence:

- Use intonation when reading aloud to emphasise punctuation
- Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers
- Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character
- Discuss the language choices of other speakers and how this may vary in different situations

Vocabulary building and Standard English:

- Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech
- Know and use language that is acceptable in formal and informal situations with increasing confidence
- 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

Speaking for a range of purposes:

- Give descriptions, recounts and narrative retellings with specific details to actively engage listeners
- Debate issues and make their opinions on topics clear
- Adapt their ideas in response to new information

Participating in discussion:

- Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants
- Begin to challenge opinions with respect
- Engage in meaningful discussions in all areas of the curriculum

Year 5

Listening skills:

- Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they can listen to the ideas of others and adapt these to meet the needs of the group

Following instruction:

- Follow complex directions/multi-step instructions without the need for repetition

Asking and answering questions:

- Ask questions which deepen conversations and/or further their knowledge
- Understand how to answer questions that require more detailed answers and justification

Drama, performance and confidence:

- Narrate stories with intonation and expression to add detail and excitement for the listener
- Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance
- Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character

Vocabulary building and Standard English:

- Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech
- Know and use language that is acceptable in formal and informal situations with increasing confidence
- 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

Speaking for a range of purposes:

- Plan and present information clearly with ambitious added detail and description for the listener
- Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate

Participating in discussion:

- Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole class conversations

- Ask questions, offer suggestions and challenge ideas and give opinions in order to take an active part in discussions

Year 6

Listening skills:

- Make improvements based on constructive feedback on their listening skills

Following instruction:

- Follow complex directions/multi-step instructions without the need for repetition

Asking and answering questions:

- Regularly ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers with confidence in a range of situations

Drama, performance and confidence:

- Participate confidently in a range of different performances, role play exercised and improvisations (including acting in role)
- Gain, maintain and monitor the interest of the listeners(s)
- Select and use appropriate registers for effective communication

Vocabulary building and Standard English:

- Use relevant strategies to build their vocabulary
- Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose
- Speak audibly, fluently and with full command of Standard English in all situations
- Use a broad, deep and rich vocabulary to discuss abstract concept and a wide range of topics
- Confidently explain the meaning of words and offer alternative synonyms

Speaking for a range of purposes:

- Communicate confidently across a range of contexts and to a range of audiences
- Articulate and justify arguments and opinions with confidence
- Give well-structured descriptions, explanations, presentations and narratives for different purposes, including expressing feelings
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus

Participating in discussion:

- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence
- Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others
- Offer an alternative explanation when other participant(s) do not understand