

# Progression of Skills in Spoken Language

## Spoken Language Overview



Every child a leader – Every chance taken – Every day counts

**The national curriculum for spoken language aims to ensure that all pupils:**

The programmes of study for Spoken Language at key stages 1 and 2:

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

### **National Curriculum Knowledge Pupils should...**

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Resilience	Integrity	Democracy	Creativity	Gratitude	Diversity
Key Events	Black History Month (October) Mental Health Day Harvest Festival Show Racism the Red Card	Remembrance Day Anti-bullying Week World Kindness Day	Safer Internet Day	World Book Day		Sports Week Science Week

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units Covered		Fit4Fun  Skills Builder Partnership  Votes for Schools	Fit4Fun  Skills Builder Partnership  Votes for Schools	Fit4Fun  Skills Builder Partnership  Votes for Schools	Fit4Fun  Skills Builder Partnership  Votes for Schools	Fit4Fun  Skills Builder Partnership  Votes for Schools  Current Affairs Look Who's Talking	Fit4Fun  Skills Builder Partnership  Votes for Schools  Current Affairs Look Who's Talking  Leavers Performance
Listening skills	To listens and responds to ideas expressed by others in conversation or discussion	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To 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 listen to the ideas of others	To make improvements based on constructive feedback on their listening skills.

						and adapt these to meet the needs of the group	
<b>Following instructions</b>	To responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box.	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently  To seek clarification when a message is not clear.  To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.		To follow complex directions/multi-step instructions without the need for repetition.	
<b>Asking and answering questions</b>	To make comments about what they have heard and ask questions to clarify their understanding.  To understand questions such as who; why; when; where and how.  To questions why things happen and gives explanations. Asks e.g. who, what, when, how	To begin to ask questions that are linked to the topic being discussed.  To answer questions on a wider range of topics (sometimes may only be one word answers)	To show that they are following a conversation by asking relevant and timely questions.  To answer questions using clear sentences.  To begin to give reasoning behind their answers when prompted to do so.	To ask questions that relate to what has been heard or what was presented to them.  To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said.  To regularly offer answers that are supported with justifiable reasoning.	To ask questions which deepen conversations and/or further their knowledge.  To understand how to answer questions that require more detailed answers and justification	To regularly ask relevant questions to extend their understanding and knowledge.  To articulate and justify answers with confidence in a range of situations
<b>Drama, performance and confidence</b>	To play alone, alongside and with others, inviting others to play and attempting to join others' play.  To make use of	To speak clearly in a way that is easy to understand.  To speak in front of larger audiences, e.g. in a class assembly.	To speak confidently within a group of peers so that their message is clear.  To practise and rehearse reading	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.  To speak regularly	To use intonation when reading aloud to emphasise punctuation.  To practise and rehearse sentences and stories, gaining	To narrate stories with intonation and expression to add detail and excitement for the listener  To use feedback	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).

	<p>props and materials when role playing characters in narratives and stories.</p> <p>To play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</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>sentences and stories aloud.</p> <p>To take on a different role in a 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>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>feedback on their performance from teachers</p> <p>To take on 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>from peers and teachers (and from observing other speakers) to make improvements to performance</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character</p>	<p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To select and use appropriate registers for effective communication.</p>
<b>Vocabulary building and standard English</b>	<p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>To use appropriate vocabulary to describe their immediate world and feelings</p> <p>To think of alternatives for simple vocabulary choices</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 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>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To 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.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>To regularly use adjectives, adverbial phrases and expanded noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk</p>	<p>To regularly use interesting adjectives, adverbial phrases and expanded noun phrases in speech.</p> <p>To know and use language that 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</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 the topic, audience and purpose</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>To speak audibly,</p>

						in an appropriate way.	fluently and with a full command of Standard English in all situations
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<b>Speaking for a range of purposes</b>	<p>To beginning to use more complex sentences to link thoughts (e.g. using and because)</p> <p>To Links statements and sticks to a main theme or intention.</p> <p>To be able to articulate wants and needs and seek adults for emotional support and/or practical help.</p> <p>To talk about their own and the feelings of others using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>To shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</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>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>
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<b>Participating in discussions</b>	<p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</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 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>
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