English Spoken Language Intent - Progression Document

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives Pupils should be taught to:	In our curriculum, we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. We ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Children need to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. We are aiming for our children to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.						
	Pupils should be taught / encouraged to:						
• **listen and respond appropriately to adults and their peers.**	• use a wide range of vocabulary (pupils may find multisyllabic words - eg: hippopotamus – difficult to say) • understand a two-part question or instruction. • sing a large repertoire of songs. • know many rhymes and be able to talk about familiar books and be able to tell a long story. • develop their communication (pupils may have problems with irregular tenses and plurals, eg: runned for ran and swimmed for swam). • recognise that some sounds may not be clear r j th ch and sh. • use longer sentences of four to six words. **Early Learning Goal** • Understand how to listen carefully and why listening is important. **Early Learning Goal** • Develop social phrases that have been modelled. • Engage in story times - have stories with repetitive phases.	• listen and respond to the speaker making simple comments and suggestions. • make helpful contributions when speaking in turns, in pairs and in small groups.		• respond to a speaker's main ideas, developing them through comments and suggestions. • build on ideas shared. • work in a variety of group situations following appropriate etiquette for group dynamics.		• Show a clear understanding of the main points of a conversation / discussion. • Be able to articulate and develop the speaker's ideas in different ways. • Refer to others comments when articulating own ideas. • Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group.	

• ask relevant questions to extend their understanding and knowledge	• ask relevant questions to find out more and to check they understand what has been asked of them.	• begin to ask questions that link clearly to the topic being discussed. • show that the conversation is being followed through the questions that are asked.	• generate questions to ask a specific speaker / audience in response to a talk / conversation. • ask questions in direct response to something heard / presented.	• spontaneously ask questions which develop the conversation and take ideas or knowledge further.
• use relevant strategies to build their vocabulary	• learn new vocabulary through the day. • describe events in detail. • use new vocabulary in different contexts. • listen carefully to rhymes and songs, paying attention to how they sound. • learn rhymes, poems and songs. • engage in non-fiction books. • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	• listen to and use new vocabulary to develop their own vocabularies. • use this vocabulary in a variety of meaningful contexts. • think of alternatives for simple vocabulary choices.	• develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects. • use new vocabulary within the correct context. • discuss a wider range of topics which are perhaps unfamiliar to own direct experience.	• use vocabulary appropriately and for effect. • use appropriate terminology linked to other curriculum subjects. • talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions.
• articulate and justify answers, arguments and opinions	• express a point of view and to debate with a friend or an adult when they disagree, using words as well as actions.	• answer questions clearly in sentences. • give a reason for their answer when asked. • explore why they have certain thoughts or opinions.	• give answers to questions that are supported by justifiable reasons. • support own ideas and opinions with explanation.	• sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation. • present ideas / opinions coherently, supported with reasons.
• give well-structured descriptions, explanations and narratives for	• sort out their own problems by talking to their friend about how they feel.	• describe their immediate world and environment. • talk about themselves clearly and confidently.	• develop ideas and feelings through sustained talk. • organise what they want to say so that it is clear to the listener.	• talk about feelings, thoughts and ideas with some detail to make meaning explicit.

different purposes, including for expressing feelings		• retell simple stories / recounts.	• give descriptions; recall events / stories and recount experiences with some added detail to engage the listener.	• present information clearly and in an appropriate form to the listener. • plan and present information verbally selecting the appropriate format and style to match the purpose. • sustain a longer conversation about a given topic.
• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	• pay attention to one thing at a time.	• remain focused on a conversation when not directly involved. Pupils are able to recall the main points when questioned.	• show through the contributions made and questions asked that they have followed a conversation.	• summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard.
• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	• use talk to organise themselves and their play - eg: "Let's go on a bus...you sit there...I'll be the driver."	• offer ideas and suggestions based on what has been heard - for example in response to reading or watching an experiment.	• develop ideas and expand on these, building on what others say. • adapt these ideas in light of new information.	• offer ideas and support these with reasoning, being prepared to change this as new information comes to light and refer back to original thoughts providing either further evidence to support ideas or reasons for the change of focus.
• speak audibly and fluently with an increasing command of Standard English	**Early Learning Goal (speaking)** • Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.	• speak clearly when talking in class. • speak in grammatically correct sentences.	• speak to a wider audience e.g. whole school in assembly. • adapt speaking style to suit the audience.	• articulate thoughts clearly when presenting to a range of audiences. • adopt a formal / informal tone as appropriate to the situation.

• participate in discussions, presentations, performances, role play, improvisations and debates	**Early Learning Goal** • offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	• know when it is their turn to speak in a simple presentation / discussion. • take part in role play to find out about different characters and situations. • take different roles in a drama / role play to explore how others felt about a character's actions.	• prepare and present information orally. • participate in discussions by listening to others and building on from what has been said. • participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions.	• present information in a variety of ways to a range of audiences. • take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused. • perform to wider audiences combining words, gestures and movement. • participate in debates, following appropriate etiquette, and conventions.
• gain, maintain and monitor the interest of the listener (s)	**Early Learning Goal** • 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.	• speak clearly so that the listener can hear what is said. • organise thoughts into sentences before expressing them. • choose words to add interest or detail.	• adapt language, tone and style to suit the purpose of the listener. • plan talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener.	• be aware of the listener and adapt talk to maintain the listener's interest. • express and explain relevant ideas with some elaboration to make meaning explicit. • maintain control and effective organisation of a talk to guide the listener. • adapt vocabulary, grammar and non-verbal features to maintain listener's interest
• consider and evaluate different viewpoints, attending to and building on the contributions of others	**PSE** **Building Relationships** • work and play cooperatively and take turns with others • form positive attachments to adults and friendships with peers.	• know that different people have different ideas / responses and recognise that these are as valuable as their own.	• take account of the viewpoints of others when building own arguments and offering responses.	• refer to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions.

	• show sensitivity to their own and to others needs			
• select and use appropriate registers for effective communication		• notice how different speakers talk and consider why this might be the case.	• begin to adapt suitable styles of delivery dependent on task / audience. • recognise how language choices vary in different situations.	• explain how language use varies in different situations. • reflect this understanding in the choices made for delivering talk.