

Knowledge, Skills and Understanding Progression maps

Spoken Language

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|--|---|--|---|---|
| Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age | <p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Understands how to listen carefully and why listening is important.</p> | <p>Understands how to listen carefully and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> | <p>Understands the need to look at who's talking to them and think about what they are saying.</p> <p>Demonstrates attentive listening and can express simple views on a subject.</p> <p>Listens to and understands instructions about what they are doing, whilst doing it.</p> <p>Consistently understands simple 2 and 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop.</p> <p>Understands 'how' and 'why' questions</p> | <p>Listens to others and is beginning to summarise some of the main points.</p> <p>Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why.</p> | <p>Listens and responds to others making connected comments and is beginning to extend the points made by others.</p> <p>Understands the key points they need to focus on in order to answer a question or follow an instruction and begins to ignore less important information.</p> | <p>Listens to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates.</p> | <p>Listens and responds to others and makes contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking.</p> | <p>Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges.</p> <p>Notices and comments not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious</p> |

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| <p>Ask relevant questions to extend their understanding and knowledge</p> | <p>Understands 'why' questions like: 'Why do you think the caterpillar got so fat?'</p> <p>Understands a question or instruction that has two parts, such as: "get your coat and wait at the door"</p> | <p>Asks questions to find out more and to check they understand what has been said to them.</p> | <p>Extends their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...?</p> | <p>Shows interest and asks lots of questions to find out specific information e.g. How do we know...? Why did...?</p> | <p>Asks relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc.</p> <p>Aware of when a message is not clear and ask for an explanation</p> | <p>Beginning to recognise the difference between open and closed questions.</p> <p>Demonstrates that they can use/apply these appropriately.</p> | <p>Poses increasingly thoughtful questions to both their peers and to adults.</p> <p>Identifies clearly when they haven't understood and is specific about what additional information they need.</p> | <p>Understands and uses different types of questions to suit different situations e.g. open, closed and rhetorical.</p> |
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| <p>Use relevant strategies to build their vocabulary</p> | <p>Uses a wide range of vocabulary.</p> | <p>Learns new vocabulary.</p> <p>Uses new vocabulary throughout the day.</p> <p>Uses new vocabulary in different contexts.</p> <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p>Understands that words can be put in groups and give examples.</p> <p>Understands and uses a range of words to describe the ideas of time, shape, texture and size.</p> <p>Selects specific words to make the meaning clearer. e.g. "I'm going to play with the red spotty ball and then the blue one."</p> | <p>Asks for the meaning of unknown words.</p> <p>Uses newly introduced topic words appropriately in a sentence.</p> | <p>Uses newly introduced topic words and more adventurous vocabulary appropriately.</p> <p>Compares words.</p> | <p>Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. e.g. "I used sprinted instead of ran because it tells you more."</p> | <p>Uses a range of words related to time and measure.</p> <p>Uses a wide range of verbs to express their thoughts and explain cause/effect.</p> <p>Evaluates the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates.</p> | <p>Evaluates the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument.</p> <p>Knows that words can have more than one meaning.</p> |
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| <p>Articulate and justify answers, arguments and opinions</p> | <p>Expresses a point of view</p> <p>Debates when they disagree with an adult or a friend, using words as well as actions.</p> | <p>Articulates their ideas and thoughts in well-formed sentences.</p> | <p>Uses language to express opinion and explain e.g. "I want to go and build a snowman because it's snowing and it's fun."</p> <p>Shows that they can use language to reason and persuade.</p> | <p>Uses more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again."</p> | <p>Begins to articulate and justify opinion on a character, event or situation in response to a question or prompt.</p> | <p>Articulates and justifies opinions on a character, event or situation in response to a question or prompt.</p> | <p>Articulates clearly and justifies more complex opinions and answers about a character, event or situation.</p> | <p>Articulates clearly and justifies more complex opinions with some elaboration, taking notice of the opinion of others.</p> |
| <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> | <p>Expresses a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> | <p>Connects one idea or action to another using a range of conjunctions.</p> | <p>Lists events with detail.</p> <p>Describes events.</p> <p>Tells stories and retells incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing.</p> | <p>Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts e.g. I liked this because...</p> | <p>Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts e.g. I liked this because...It reminded me of...</p> <p>Tells a story with important key components.</p> | <p>Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons</p> | <p>Presents information or personal feelings coherently selecting memorable details including specific vocabulary</p> | <p>Adapts the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details.</p> <p>Tells elaborate and entertaining stories.</p> |

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| <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> | <p>Knows many rhymes</p> <p>Able to talk about familiar books.</p> <p>Able to tell a long story.</p> <p>Starts a conversation with an adult or a friend and continues it for many turns.</p> | <p>Engages in storytimes.</p> <p>Engages in non-fiction books.</p> | <p>Starts conversations and joins in with them.</p> <p>Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture turning towards the speaker when talking to others.</p> <p>Gives details that they know are important and will influence the listener.</p> <p>Uses language to ask, negotiate, express opinions and feelings.</p> | <p>Can sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others.</p> | <p>Can keep talk purposeful and stay on topic and is beginning to use gestures and intonation to further meaning.</p> <p>Begins to be aware of what the listener knows already and make checks while telling a story/recounting an experience.</p> <p>Takes turns to talk, listen and respond in pairs and groups.</p> <p>Uses language they hear other people using.</p> <p>Exaggerates in an implausible way</p> | <p>Adapts language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.</p> | <p>Stays on topic and is beginning to be more selective about how much and which details to include in order to keep the listener interested.</p> <p>Keeps conversations going with a range of people in different situations.</p> | <p>Structures their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect).</p> |
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| <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> | <p>Develops their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> | <p>Listens to and talks about stories to build familiarity and understanding.</p> | <p>Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation.</p> | <p>Expresses characters' thoughts and feelings in imaginative play and uses appropriate words, phrases and sentences.</p> | <p>Is able to explore and imagine feelings within both story and real life settings.</p> <p>Will express views and feelings and is showing the confidence to speculate on a range of possible outcomes.</p> | <p>Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).</p> | <p>Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, deduce, expect.</p> | <p>Uses a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations.</p> |
| <p>Speak audibly and fluently with an increasing command of Standard English</p> | <p>Develops their pronunciation but may have problems saying: Some sounds: r, j, ch and sh Multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words.'</p> | <p>Describes events in some detail</p> | <p>Speaks in a way that is clear and easy enough to understand (although there may still be some 'immaturities').</p> <p>Uses well-formed sentences, including longer sentences with more detail.</p> <p>Starts to join clauses with conjunctions.</p> | <p>Uses speech that is consistently easy to understand and clear.</p> <p>Uses a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when.</p> | <p>Speaks clearly using more sophisticated language to explain, justify and relay information.</p> <p>Uses more complicated grammar.</p> | <p>Speaks clearly and fluently about a range of events.</p> <p>Uses complex sentences to communicate clearly and explain further.</p> | <p>Uses complex grammar and sentence structure.</p> <p>Uses intonation linked to grammar.</p> <p>Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet,</p> | <p>Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations.</p> |

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| <p>Participate in discussions, presentations, performances, role play/improvisations & debates</p> | <p>Sings a large repertoire of songs.</p> | <p>Learns rhymes, poems and songs</p> | <p>Uses character voices in context.</p> <p>Contributes appropriately to discussions making comments relevant to the topic</p> | <p>Is able to work in role and take on some of the characteristics and/or the voice of the character being played.</p> <p>Will extend simple roles by expressing emotions.</p> <p>Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary.</p> | <p>Can create and sustain a role for longer periods adding greater detail to a role/character.</p> <p>Is able to present and structure information in different ways.</p> | <p>Will sustain a role/scenario and shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement.</p> <p>Presents information in a structured way and is able to use specific vocabulary.</p> | <p>Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation.</p> <p>Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific</p> | <p>Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively.</p> <p>Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context.</p> |
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| <p>Gain, maintain and monitor interest of the listener(s)</p> | <p>Sings a large repertoire of songs.</p> | <p>Retells the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> | <p>Varies their voice for effect e.g. "I really want a dog for Christmas."</p> | <p>Changes their voice and use expression to engage the listener and keep them interested.</p> | <p>Explains ideas in a manner appropriate to the listener.</p> | <p>Recognises when the listener is losing interest and will use intonation and expression to engage interest.</p> <p>Can explain ideas in a manner appropriate to the listener.</p> | <p>Understands the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab the listener's attention.</p> <p>Adds or removes detail depending on information known about the listener.</p> <p>Understands the interests of the listener.</p> | <p>Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience</p> |
| <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> | <p>Expresses a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> | <p>Uses talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> | <p>Responds to what they hear with relevant comments.</p> | <p>Recognises that there are other viewpoints.</p> <p>Makes a simple comment in response to others' viewpoints - says whether they agree/ disagree and why.</p> | <p>Listens to others' views and preferences, agrees next steps to take, and considers alternatives e.g. "That didn't work. Why don't we try...?"</p> | <p>Makes expanded comments with supporting detail in response to others' viewpoints and says whether they agree or disagree and why.</p> | <p>Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.</p> | <p>Interprets and responds to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.</p> |

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| Select and use appropriate registers for effective communication | Uses talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver." | Develops social phrases | Uses a more formal tone with the adults in school. | Knows that they need to use different styles of talk with different people e.g. friends (yeah, nice one, na) and teachers (yes, I'm happy with my writing, no), Greets visitors appropriately etc. | With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor, presenting an argument to persuade the Head Teacher, expressing an opinion in a debate. | In familiar situations, recognises for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc. | Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly | In a range of situations, is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal) |
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Year 6 links to future learning:

KS3:

- Using Standard English confidently in a range of formal and informal contexts, including classroom discussions.
- Giving short speeches and presentations, expressing their own ideas and keeping to the point.
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.
- Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.