

Raynham Primary School

Spoken Language Progression Map

Spoken Word							
(12 NC Strands broken down into the main components of Sp& L - Listening, Following instructions, Asking & answering questions, Drama & performance, Building vocabulary, Speaking for a range of purposes, participating in discussions)							
<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. 				
EYFS		KS1		KS2			
Pre school - Nursery - Reception - Early Learning Goals		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening							
<ul style="list-style-type: none"> Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk Recognise and are calmed by a familiar and friendly voice Listen to other people's talk with interest, but can easily be distracted by other things. Listen to simple stories and understand what is happening, with the help of the pictures. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Show attention to sounds and music. <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Can start a conversation with an adult or a friend and continue it for many turns. Listen with increased attention to sounds. <ul style="list-style-type: none"> Understands how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively, move to and talk about music, expressing their feelings and response. <ul style="list-style-type: none"> 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 interactions. 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, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 		<p>To listen to others in a range of situations and usually respond appropriately to a familiar adult and peers.</p> <p>Looks at the person speaking.</p> <p>Answers questions: 'Yes, that's my favourite too.'</p> <p>May need encouraging to expand on their answers, for example after nodding or replying with a single word response.</p>	<p>To listen carefully and respond with increasing appropriateness to what has been said, and to a wider range of adults and peers. e.g. make a helpful contribution when speaking in a small reading group.</p> <p>Looks at the person speaking.</p> <p>Understands how to answer questions in full sentences. 'Yes, I like that character too.'</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>Maintains eye contact stopping anything else they may have been doing.</p> <p>Responds politely to questions and offers examples to questions, such as qualifying with because: 'Yes, I like that character because...'</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>Maintains eye contact stopping anything else they may have been doing.</p> <p>Responds politely to questions and offers examples to questions: 'Yes, I like that character too. Mainly because of...'</p>	<p>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 and adapt these to meet the needs of the group.</p> <p>Respond to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</p>	<p>To make improvements based on constructive feedback on their listening skills.</p> <p>Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</p> <p>Uses gesture and body language (e.g. nodding) to show their engagement.</p>
Following Instructions							
Pre school - Nursery - Reception - Early Learning Goals		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Listen and respond to a simple instruction Copy your gestures and words. Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them. <ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Increasingly follow rules, understanding why they are important <ul style="list-style-type: none"> Give focused attention to what the teacher says, respond 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. 		<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 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 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>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p>

Asking & Answering Questions						
Pre school - Nursery - Reception - Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." - Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Ask questions to find out more and check they understand what has been said to them. - 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 interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<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 (sometimes may only be one-word answers).</p> <p>e.g 'I don't understand x, can you help me?'</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 when prompted to do so.</p> <p>'I don't understand x, can you help me?' 'I've finished, what should I do now?' 'Is this right?'</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>Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'</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 questions which deepen conversations and/or further their knowledge.</p> <p>To understand how to answer questions that require more detailed answers and justification.</p> <p>Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?' 'Do you think this is similar to when we found out about...?'</p>	<p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers with confidence in a range of situations.</p>
Drama, Performance & Confidence						
Pre school - Nursery - Reception - Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Copy what adults do, taking 'turns' in conversations (through babbling) and activities. - Try to copy adult speech and lip movements - Generally focus on an activity of their own choice and find it difficult to be directed by an adult. - Make themselves understood, and can become frustrated when they cannot. - Start to say how they are feeling, using words as well as actions. - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' - Join in with songs and rhymes, making some sounds. - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. - Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. - Show more confidence in new social situations. - Develop appropriate ways of being assertive. - Create their own songs, or improvise a song around one they know. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Learn rhymes, poems and songs. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasing matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. - 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. 	<p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</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 speak confidently 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 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>To rehearse reading sentences and stories aloud, taking note of feedback from teachers 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 teachers and peers.</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>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback 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 participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</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>
Vocabulary Building & Standard English						
Pre school - Nursery - Reception - Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Constantly babble and use single words during play. - Understand single words in context – 'cup', 'milk', 'daddy'. - Understand frequently used words such as 'all gone', 'no' and 'bye-bye' - Use the speech sounds p, b, m, w. - Pronounce: <ul style="list-style-type: none"> - /r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' 	<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</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</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with</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>

<ul style="list-style-type: none"> - Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. - Use a wider range of vocabulary. - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'. - Use longer sentences of four to six words. - Engage in extended conversations about stories, learning new vocabulary. - Talk about what they see, using a wide vocabulary. - Learn new vocabulary. - Use new vocabulary throughout the day. - Articulate their ideas and thoughts in well-formed sentences. - Develop social phrases. - Use new vocabulary in different contexts. - 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. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>Uses classroom and personal word banks.</p> <p>Begins to apply what has been learned, for example when a word begins with un- it's meaning is the opposite of the root word; words that end in -ed are likely to be verbs.</p>	<p>according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p> <p>Uses classroom and personal word banks, and dictionaries.</p>	<p>words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p> <p>Uses word banks, dictionaries and thesauruses</p>	<p>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>Uses word banks, dictionaries and thesauruses with growing confidence.</p>	<p>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>Uses word banks, dictionaries and thesauruses with effectiveness</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 range of topics.</p> <p>To confidently explain the meaning of words and offer alternative synonyms. Makes links between words using morphological and etymological knowledge</p>
---	---	---	---	--	--	---

Speaking for a Range of Purposes

Pre school - Nursery - Reception - Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). - Babble, using sounds like 'baba', 'mamama'. - Use gestures like waving and pointing to communicate - Use intonation, pitch and changing volume when 'talking' - Start to develop conversation, often jumping from topic to topic. - Understand and act on longer sentences like 'make teddy jump' or 'find your coat' - Make rhythmical and repetitive sounds - Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. - Can start a conversation with an adult or a friend, and continue it for many turns. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there..." - Play with one or more other children, extending and elaborating play ideas. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Engage in extended conversations about stories, learning new vocabulary. - Talk about what they see, using a wide range of vocabulary. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment, such as animal sets, dolls etc. - Ask questions to find out more and to check they understand what has been said to them. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. - Develop social phrases. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Express their feelings and consider the feelings of others. - Talk about their immediate family and community. 	<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>Use the learning environment and equipment to role play and improvise. E.g the home corner and small world figures.</p> <p>Joins in with discussions led by an adult.</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>Present their work to the rest of the class.</p> <p>Participate in short plays and performances.</p> <p>Creates improvisations, for example to explore how a character was feeling in a story.</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>Memorise and deliver lines in a performance or play.</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>Structure their ideas so that they can debate their point of view clearly and coherently.</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>Prepare for debates by thinking about the opposing views as well as their own arguments.</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> <p>Understands the different purposes of these activities and can adapt their spoken language use to suit each outcome. E.g which tasks require formal/informal language structures.</p>

<ul style="list-style-type: none"> - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Describe what they see, hear and feel whilst outside. - Watch and talk about dance and performance art, expressing their feelings and responses. <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their meanings. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. - 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. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - 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. - 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. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 						
--	--	--	--	--	--	--

Participating in Discussion

Pre school - Nursery - Reception - Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Reach or point to something they want while making sounds. - Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. - Engage in extended conversations about stories, learning new vocabulary <ul style="list-style-type: none"> - 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 interactions. - Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>Recognise when it is their turn to speak in a discussion.</p> <p>Recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>	<p>Give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>Engage in meaningful discussions that relate to different topic areas.</p> <p>Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>Take account of the viewpoints of others when participating in discussions.</p>	<p>Engage in discussions, make relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>Begin to challenge opinions with respect.</p> <p>Engage in meaningful discussions in all areas of the curriculum.</p>	<p>Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>Engage in longer and sustained discussions about a range of topics.</p> <p>Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when others do not understand.</p>

Progression in Debate

Preschool	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use gestures like waving and pointing to communicate</p> <ul style="list-style-type: none"> - Point to what they like -express feelings - Pretend play <p>Nursery</p> <p>Be able to express a point of view and debate</p> <ul style="list-style-type: none"> - share likes dislikes. - Use of role play - use of class environment <p>Reception</p> <p>Participate in small group, class & 1:1 discussions, offer own ideas, using recently introduced vocabulary.</p> <p>-adult make a deliberate mistake to provoke discussion - e.g in number</p>	<ul style="list-style-type: none"> - Organise thoughts into sentences before expressing. - Use learning environment & equipment to role play & improvise - Joins in with discussions led by an adult. 	<ul style="list-style-type: none"> - Present their work to the rest of the class. - Participate in short plays and performances. - Create improvisations, for example to explore how a character was feeling in a story. 	<ul style="list-style-type: none"> - Organise what to say so that it has a clear purpose. - Begin to give descriptions, recounts & narrative retelling with added details to engage listeners. - Memorise and deliver lines in a performance. 	<ul style="list-style-type: none"> - Give recounts & narrative retellings with specific details to engage listeners. - Structure their ideas so that they can debate their point of view clearly and coherently. - Deliver lines in a performance effectively. 	<ul style="list-style-type: none"> - Plan & present information clearly detailed & descriptive for the listener. - To participate in debates & use details to support their opinions adding humour where appropriate - Prepare for debates by thinking about opposing views as well as their own arguments. 	<ul style="list-style-type: none"> -Maintain attention and participate actively in collaborative conversations, staying on topic, initiating and responding to comments with confidence. - can adapt their spoken language use to suit each outcome. e.g which tasks require Formal /informal language structures.