



Spoken language Progression Map

Respect

Compassion

Perseverance

Creation

Service

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	<p>EYFS Development Matters Statements</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts</p>	<p>To be able to speak about matters of immediate interest</p> <p>To convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail</p> <p>To ask relevant questions</p> <p>Retell stories, ordering events, using story language</p> <p>Interpret a text by reading aloud with variety pace and emphasis</p> <p>Experiment with and build new stores of words to communicate with in different contexts</p>	<p>Speak with clarity and use appropriate intonation when reading and reciting texts.</p> <p>To begin to be aware that in some situations a more formal vocabulary and tone of voice are used</p> <p>To begin to use standard English and understand when it is used</p> <p>To begin to show confidence in speaking and listening, particularly where the topics interest</p> <p>To speak clearly when developing and explaining their ideas and use a growing vocabulary</p> <p>Tell real and imagined stories, using the conventions of familiar story language</p>	<p>To show understanding of the main point through asking relevant comments and questions</p> <p>To begin to adapt what they say to the needs of the listener.</p> <p>To develop their use of standard English and understand when it is used</p> <p>Sustain conversation, explain or give reasons for their views or choices.</p> <p>Develop and use specific vocabulary in different contexts</p> <p>Choose and prepare poems or stories for performance, identify appropriate expression, tone, volume and use of voices and other sounds.</p>	<p>Respond appropriately on the contributions of others in light of alternative viewpoints.</p> <p>Tell stories effectively and convey detailed information coherently for listeners.</p> <p>To maintain the use of standard English and understand when it is used</p> <p>Use and reflect on some ground rules for sustaining talk and dialogue.</p> <p>Offer reasons and evidence for their views, considering alternative opinions.</p>	<p>Tell a story using notes designed to cue techniques, such as repetition, recap and humour.</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</p> <p>Use and explore different question types.</p> <p>Participate in whole class debate using the conventions and language of debate, including Standard English.</p>	<p>Use a range of oral techniques to present persuasive arguments and engaging narratives.</p> <p>Use the techniques of dialogic talk to explore ideas, topics or issues.</p> <p>Use Standard English consistently in formal situations and promote justify or defend a point of view using supporting evidence, examples and visual aids which are linked back to the main argument.</p> <p>Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas.</p>

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Listening	<p>EYFS Development Matters Statements</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To maintain attention & participate</p> <p>To listen to others and usually respond appropriately</p> <p>Listen with sustained concentration, building new words in context</p> <p>Listen to and follow instructions accurately</p>	<p>To listen carefully to others in class and respond with increasing appropriateness to what others say.</p> <p>Follow instructions and ask relevant questions.</p> <p>Listen to input from an adult, remember some specific points and identify what they have learnt.</p>	<p>To speak and listen confidently in different contexts, exploring and communicating ideas</p> <p>Follow up others' points and show whether they agree or disagree in whole class discussion.</p>	<p>Listen to a speaker, make notes on the talk and use notes to develop a role-play.</p> <p>Compare the different contributions of music, words and images in short extracts from TV programmes.</p> <p>Investigate how talk varies with age, familiarity, gender and purpose.</p>	<p>Identify different question types and evaluate impact on audience.</p> <p>Identify some aspects of talk which vary between formal and informal occasions.</p> <p>Analyse the use of persuasive language.</p> <p>Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</p>	<p>Analyse and evaluate how speakers present points effectively through use of language and gesture</p> <p>Listen for language variation in formal and informal contexts</p> <p>Identify the ways spoken language varies according to differences in context and purpose of its use.</p> <p>Identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg emotive language.</p>

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