



## **Brindle St James' CE Primary School** **Spoken Language Knowledge Progression**

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.

### **Spoken Language**

#### **Listen and respond appropriately to adults and their peers**

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| <b>EYFS</b>                                                               | <b>ELG – listening, attention and understanding</b><br>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;<br>Make comments about what they have heard and ask questions to clarify their understanding;<br>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |
| <b>Year 1 &amp; Year 2</b>                                                | Listen and respond to the speaker making simple comments and suggestions<br>Make helpful contributions when speaking in turns, in pairs and in small groups                                                                                                                                                                                                                                                                         |
| <b>Year 3 &amp; Year 4</b>                                                | Respond to a speaker's main ideas, developing them through comments and suggestions.<br>Build on ideas shared.<br>Work in a variety of group situations following appropriate etiquette for group dynamics                                                                                                                                                                                                                          |
| <b>Year 5 &amp; Year 6</b>                                                | Show a clear understanding of the main points of a conversation / discussion.<br>Be able to articulate and develop the speaker's ideas in different ways.<br>Refer to others' comments when articulating own ideas<br>Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group                                                                                       |
| <b>Ask relevant questions to extend their understanding and knowledge</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>EYFS</b>                                                               | <b>ELG – listening, attention and understanding</b>                                                                                                                                                                                                                                                                                                                                                                                 |



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|                                                                                                                                 | <p>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;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> |
| <b>Year 1 &amp; Year 2</b>                                                                                                      | <p>Begin to ask questions that link clearly to the topic being discussed</p> <p>Show that the conversation is being followed through the questions that are asked</p>                                                                                                                                                                                                                       |
| <b>Year 3 &amp; Year 4</b>                                                                                                      | <p>Generate questions to ask a specific speaker / audience in response to a talk / conversation</p> <p>Ask questions in direct response to something heard / presented</p>                                                                                                                                                                                                                  |
| <b>Year 5 &amp; Year 6</b>                                                                                                      | <p>Spontaneously ask questions which develop the conversation and take ideas or knowledge further</p>                                                                                                                                                                                                                                                                                       |
| <b>Use relevant strategies to build their vocabulary</b>                                                                        |                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Year 1 &amp; Year 2</b>                                                                                                      | <p>To be encouraged to listen to and use new vocabulary to develop their own vocabularies</p> <p>Given opportunities to use this vocabulary in a variety of meaningful contexts</p> <p>To be encouraged to think of alternatives for simple vocabulary choices</p>                                                                                                                          |
| <b>Year 3 &amp; Year 4</b>                                                                                                      | <p>To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects</p> <p>To use new vocabulary within the correct context</p> <p>Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience.</p>                                                                                      |
| <b>Year 5 &amp; Year 6</b>                                                                                                      | <p>Using vocabulary appropriately and for effect</p> <p>Use appropriate terminology linked to other curriculum subjects</p> <p>Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions</p>                                                                                                                                                     |
| <b>Articulate and justify answers, arguments and opinions</b>                                                                   |                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Year 1 &amp; Year 2</b>                                                                                                      | <p>Can answer questions clearly in sentences</p> <p>Can give a reason for their answer when asked</p> <p>Are encouraged to explore why they have certain thoughts or opinions</p>                                                                                                                                                                                                           |
| <b>Year 3 &amp; Year 4</b>                                                                                                      | <p>Can give answers to questions that are supported by justifiable reasons</p> <p>Can support own ideas and opinions with explanation</p>                                                                                                                                                                                                                                                   |
| <b>Year 5 &amp; Year 6</b>                                                                                                      | <p>Can sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation</p> <p>Can present ideas / opinions coherently, supported with reasons</p>                                                                                                                                                                                      |
| <b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</b> |                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>EYFS</b>                                                                                                                     | <p><b>ELG-Speaking</b></p> <p>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.</p>                                                                                                                                            |
| <b>Year 1 &amp; Year 2</b>                                                                                                      | <p>Being able to describe their immediate world and environment</p> <p>Can talk about themselves clearly and confidently</p>                                                                                                                                                                                                                                                                |



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|                                                                                                                                               | Can retell simple stories / recounts                                                                                                                                                                                                                                                                                                      |
| <b>Year 3 &amp; Year 4</b>                                                                                                                    | Can develop ideas and feelings through sustained talk<br>Can organise what they want to say so that it is clear to the listener<br>Can give descriptions.<br>Recall events / stories / recount experiences with some added detail to engage the listener                                                                                  |
| <b>Year 5 &amp; Year 6</b>                                                                                                                    | Can talk about feelings, thought sand ideas with some detail to make meaning explicit<br>Can present information clearly and in an appropriate form to the listener<br>Can plan and present information verbally selecting the appropriate format and style to match the purpose<br>Can sustain a longer conversation about a given topic |
| <b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b> |                                                                                                                                                                                                                                                                                                                                           |
| <b>EYFS</b>                                                                                                                                   | <b>ELG-Speaking</b><br>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary                                                                                                                                                                                       |
| <b>Year 1 &amp; Year 2</b>                                                                                                                    | Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned                                                                                                                                                                                                                    |
| <b>Year 3 &amp; Year 4</b>                                                                                                                    | Can show through the contributions made and questions asked that they have followed a conversation                                                                                                                                                                                                                                        |
| <b>Year 5 &amp; Year 6</b>                                                                                                                    | Can summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard                                                                                                                                                                                                        |
| <b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b>                         |                                                                                                                                                                                                                                                                                                                                           |
| <b>EYFS</b>                                                                                                                                   | <b>ELG-Speaking</b><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate                                                                                                                                                          |
| <b>Year 1 &amp; Year 2</b>                                                                                                                    | Begin to offer ideas and suggestions based on what has been heard - for example in response to reading watching an experiment                                                                                                                                                                                                             |
| <b>Year 3 &amp; Year 4</b>                                                                                                                    | Develop ideas and expand on these building on what others say<br>Adapt these ideas in light of new information                                                                                                                                                                                                                            |
| <b>Year 5 &amp; Year 6</b>                                                                                                                    | Offer ideas and support these with reasoning.<br>Be 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                                                                                                   |
| <b>Speak audibly and fluently with an increasing command of Standard English</b>                                                              |                                                                                                                                                                                                                                                                                                                                           |
| <b>EYFS</b>                                                                                                                                   | <b>ELG-Speaking</b><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate                                                                                                                                                          |



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| <b>Year 1 &amp; Year 2</b>                                                                                  | Can speak clearly when talking in class.<br>Speak in grammatically correct sentences                                                                                                                                                                                                                                                                         |
| <b>Year 3 &amp; Year 4</b>                                                                                  | Can speak to a wider audience e.g whole school in assembly<br>Can adapt speaking style to suit the audience                                                                                                                                                                                                                                                  |
| <b>Year 5 &amp; Year 6</b>                                                                                  | Can articulate thoughts clearly when presenting to a range of audiences<br>Can adopt a formal / informal tone as appropriate to the situation                                                                                                                                                                                                                |
| <b>Participate in discussions, presentations, performances, role play, improvisations and debates</b>       |                                                                                                                                                                                                                                                                                                                                                              |
| <b>EYFS</b>                                                                                                 | <b>ELG-Speaking</b><br>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary                                                                                                                                                                                                          |
| <b>Year 1 &amp; Year 2</b>                                                                                  | Know when it is their turn to speak in a simple presentation / discussion<br>Take part in role play to find out about different characters and situations<br>Take different roles in a drama / role play to explore how others felt about a character's actions                                                                                              |
| <b>Year 3 &amp; Year 4</b>                                                                                  | Prepare and present information orally<br>Participate in discussions by listening to others and building on from what has been said<br>Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions                                                        |
| <b>Year 5 &amp; Year 6</b>                                                                                  | Can present information in a variety of ways to a range of audiences<br>Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused<br>Perform to wider audiences combining words, gestures and movement<br>Participate in debates, following appropriate etiquette, and conventions |
| <b>Gain, maintain and monitor the interest of the listener(s)</b>                                           |                                                                                                                                                                                                                                                                                                                                                              |
| <b>EYFS</b>                                                                                                 | <b>ELG – listening, attention and understanding</b><br>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.                                                                                                                                                                                                              |
| <b>Year 1 &amp; Year 2</b>                                                                                  | Speak clearly so that the listener can hear what is said<br>Organising thoughts into sentences before expressing them<br>Choosing words to add interest or detail                                                                                                                                                                                            |
| <b>Year 3 &amp; Year 4</b>                                                                                  | Adapt language, tone and style to suit the purpose of the listener<br>Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener                                                                                                                                                                           |
| <b>Year 5 &amp; Year 6</b>                                                                                  | Be aware of the listener and adapt talk to maintain the listener's interest<br>Express and explain relevant ideas with some elaboration to make meaning explicit<br>Maintain control and effective organisation of a talk to guide the listener<br>Adapt vocabulary, grammar and nonverbal features to maintain listener's interest                          |
| <b>Consider and evaluate different viewpoints, attending to and building on the contributions of others</b> |                                                                                                                                                                                                                                                                                                                                                              |



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| <b>Year 1 &amp;<br/>Year 2</b>                                           | Know that different people have different ideas / responses and recognise that these are as valuable as their own                      |
| <b>Year 3 &amp;<br/>Year 4</b>                                           | Take account of the viewpoints of others when building own arguments and offering responses                                            |
| <b>Year 5 &amp;<br/>Year 6</b>                                           | Refer to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions                      |
| <b>Select and use appropriate registers for effective communication.</b> |                                                                                                                                        |
| <b>Year 1 &amp;<br/>Year 2</b>                                           | Notice how different speakers talk and consider why this might be the case                                                             |
| <b>Year 3 &amp;<br/>Year 4</b>                                           | Begin to adapt suitable styles of delivery dependent on task / audience<br>Recognise how language choices vary in different situations |
| <b>Year 5 &amp;<br/>Year 6</b>                                           | Explain how language use varies in different situations.<br>Reflect this understanding in the choices made for delivering talk         |