

## Castle Primary's *English Curriculum*

### Skills Progression in *Spoken Language*

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>1. Listening Skills</b></p> <p>a. Listen to others in a range of situations and usually respond appropriately.</p> <p><b>2. Following Instructions</b></p> <p>a. Understand instructions with more than one point in many situations.</p> <p><b>3. Asking &amp; Answering Questions</b></p> <p>a. Begin to ask questions that are linked to the topic being discussed.</p> <p>b. Answer questions on a wider range of topics (sometimes may only be one-word answers).</p> <p><b>4. Drama, Performance &amp; Confidence</b></p> <p>a. Speak clearly in a way that is easy to understand.</p> <p>b. Speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>c. Know when it is their turn to speak in a small group presentation or play performance.</p> <p>d. Take part in a simple role play of a known story.</p> <p><b>5. Vocabulary Building &amp; Standard English</b></p> <p>a. Use appropriate vocabulary to describe their immediate world and feelings.</p> <p>b. Think of alternatives for simple vocabulary choices.</p>	<p><b>1. Listening Skills</b></p> <p>a. Listen carefully and respond with increasing appropriateness to what has been said, <i>e.g. make a helpful contribution when speaking in a small reading group.</i></p> <p><b>2. Following Instructions</b></p> <p>a. Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>b. Attempt to follow instructions before seeking assistance.</p> <p><b>3. Asking &amp; Answering Questions</b></p> <p>a. Show that they are following a conversation by asking relevant and timely questions.</p> <p>b. Answer questions using clear sentences.</p> <p>c. Begin to give reasoning behind their answers when prompted.</p> <p><b>4. Drama, Performance &amp; Confidence</b></p> <p>a. Speak confidently within a group of peers so that their message is clear.</p> <p>b. Practise and rehearse reading sentences and stories aloud.</p> <p>c. Take on a different role in a drama or role play and discuss the character's feelings.</p> <p>d. Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p><b>5. Vocabulary Building &amp; Standard English</b></p> <p>a. Start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>b. Suggest words or phrases appropriate to the topic being discussed.</p> <p>c. Start to vary language according to the situation between formal and informal.</p> <p>d. Usually speak in grammatically correct sentences.</p>	<p><b>1. Listening Skills</b></p> <p>a. Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p><b>2. Following Instructions</b></p> <p>a. Follow instructions in a range of unfamiliar situations.</p> <p>b. Recognise when it is needed and ask for specific additional information to clarify instructions</p> <p><b>3. Asking &amp; Answering Questions</b></p> <p>a. Ask questions that relate to what has been heard or what was presented to them.</p> <p>b. Begin to offer support for their answers to questions with justifiable reasoning.</p> <p><b>4. Drama, Performance &amp; Confidence</b></p> <p>a. Rehearse reading sentences and stories aloud, taking note of feedback from teachers / peers.</p> <p>b. Speak regularly in front of large and small audiences.</p> <p>c. Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions</p> <p><b>5. Vocabulary Building &amp; Standard English</b></p> <p>a. Use vocabulary that is appropriate to the topic and/or the audience.</p> <p>b. Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>c. Discuss topics that are unfamiliar to their own direct experience.</p>	<p><b>1. Listening Skills</b></p> <p>a. Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p><b>2. Following Instructions</b></p> <p>a. Follow complex directions / multi-step instructions without the need for repetition.</p> <p><b>3. Asking &amp; Answering Questions</b></p> <p>a. Generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>b. Regularly offer answers that are supported with justifiable reasoning.</p> <p><b>4. Drama, Performance &amp; Confidence</b></p> <p>a. Use intonation when reading aloud to emphasise punctuation.</p> <p>b. Practise and rehearse sentences and stories, gaining feedback on performance from teachers and peers.</p> <p>c. Take on a specific role in role-play / drama activities and participate in focused discussion while remaining in character.</p> <p>d. Discuss the language choices of other speakers and how this may vary in different situations</p> <p><b>5. Vocabulary Building &amp; Standard English</b></p> <p>a. Use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>b. Begin to know and use language that is acceptable in formal and informal situations.</p> <p>c. 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><b>1. Listening Skills</b></p> <p>a. Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, <i>e.g. in a collaborative project.</i></p> <p><b>2. Following Instructions</b></p> <p>a. As Year 4</p> <p><b>3. Asking &amp; Answering Questions</b></p> <p>a. Ask questions which deepen conversations and/or further their knowledge.</p> <p>b. Understand how to answer questions that require more detailed answers and justification.</p> <p><b>4. Drama, Performance &amp; Confidence</b></p> <p>a. Narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>b. Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>c. Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p><b>5. Vocabulary Building &amp; Standard English</b></p> <p>a. Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>b. Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>c. Continue to develop powerful vocabulary in stories/ texts that they read or listen to, into their own talk in an appropriate way.</p>	<p><b>1. Listening Skills</b></p> <p>a. Make improvements based on constructive feedback on their listening skills.</p> <p><b>2. Following Instructions</b></p> <p>a. As Year 4</p> <p><b>3. Asking &amp; Answering Questions</b></p> <p>a. Regularly ask relevant questions to extend their understanding and knowledge.</p> <p>b. Articulate and justify answers with confidence in a range of situations</p> <p><b>4. Drama, Performance &amp; Confidence</b></p> <p>a. Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>b. Gain, maintain and monitor the interest of the listener(s).</p> <p>c. Select and use appropriate registers for effective communication.</p> <p><b>5. Vocabulary Building &amp; Standard English</b></p> <p>a. Use relevant strategies to build their vocabulary.</p> <p>b. Always use adventurous and ambitious vocabulary in speech, linked to the topic, audience and purpose</p> <p>c. Speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>d. Use a broad, deep and rich vocabulary to discuss abstract concepts/wide range of topics.</p> <p>e. Confidently explain the meaning of words and offer alternative synonyms.</p>

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<p><b>6. Speaking For a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>a. Organise their thoughts into sentences before expressing them.</li> <li>b. Describe their immediate world and environment.</li> <li>c. Retell simple stories and recounts aloud.</li> </ul> <p><b>7. Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>a. Recognise when it is their turn to speak in a discussion.</li> <li>b. Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</li> </ul>	<p><b>6. Speaking For a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>a. Talk about themselves clearly and confidently.</li> <li>b. Verbally recount experiences with some added interesting details.</li> <li>c. Offer ideas based on what has been heard.</li> </ul> <p><b>7. Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>a. Give enough detail to hold the interest of other participant(s) in a discussion.</li> <li>b. Engage in meaningful discussions that relate to different topic areas.</li> <li>c. Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</li> </ul>	<p><b>6. Speaking For a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>a. Organise what they want to say so that it has a clear purpose.</li> <li>b. Begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</li> </ul> <p><b>7. Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>a. Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</li> <li>b. Take account of the viewpoints of others when participating in discussions.</li> </ul>	<p><b>6. Speaking For a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>a. Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li> <li>b. Debate issues and make their opinions on topics clear.</li> <li>c. Adapt their ideas in response to new information.</li> </ul> <p><b>7. Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>a. Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</li> <li>b. Begin to challenge opinions with respect.</li> <li>c. Engage in meaningful discussions in all areas of the curriculum.</li> </ul>	<p><b>6. Speaking For a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>a. Plan and present information clearly with ambitious added detail and description for the listener.</li> <li>b. Participate in debates / arguments and use relevant details to support their opinions and adding humour where appropriate.</li> </ul> <p><b>7. Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>a. Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations.</li> <li>b. Engage in longer and sustained discussions about a range of topics.</li> <li>c. Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> </ul>	<p><b>6. Speaking For a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>a. Communicate confidently across a range of contexts and to a range of audiences.</li> <li>b. Articulate and justify arguments and opinions with confidence.</li> <li>c. Give well-structured descriptions, explanations, presentations and narratives for different purposes, inclu. for expressing feelings.</li> <li>d. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>e. Make reference back to original thoughts when opinions change and give reasons for change of focus.</li> </ul> <p><b>7. Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>a. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</li> <li>b. Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</li> <li>c. Offer an alternative explanation when others do not understand.</li> </ul>