

English Skills Coverage and Progression



SPOKEN LANGUAGE

Nursery

- To listen to others one to one or in small groups, when a conversation interests them.
- To focus attention – still listen or do, but can shift own attention.
- To be able to follow directions (if not intently focused on own choice of activity)
- To begin to use more complex sentences to link thoughts (e.g. using and, because).
- To use a range of tenses (e.g. play, playing, will play, played).
- To use vocabulary focused on objects and people that are of particular importance to them.
- To build up vocabulary that reflects the breadth of their experiences.
- To respond to simple instructions, e.g. to get or put away an object.
- To begin to understand 'why' and 'how' questions.
- To question why things happen and give explanations. Asks who, what, when and how.
- To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
- To use intonation, rhythm and phrasing to make the meaning clear to others.
- To talk confidently with other children when playing, and will communicate freely about own home and community.
- To retell a simple past event in correct order (e.g. went down slide, hurt finger).
- To talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'
- To remember and talk about significant events in their own experience.
- To talk about why things happen and how things work.

Reception

- To confidently speak to others about own needs, wants, interests and opinions.
- To express themselves effectively, showing awareness of listeners' needs. ELG
- To speak confidently in a familiar group, will talk about their ideas. ELG
- To ask appropriate questions of others.
- To answer 'how' and 'why' questions about their experiences and in response to stories or events. ELG
- To respond to instructions involving a two-part sequence.
- To follow instructions involving several ideas or actions. ELG
- To use language to imagine and recreate roles and experiences in play situations.
- To link statements and stick to a main theme or intention.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- To introduce a storyline or narrative into their play.
- To explain own knowledge and understanding.
- To develop their own narratives and explanations by connecting ideas or events. ELG
- To initiate conversations, attend to and take account of what others say.
- To listen and respond to ideas expressed by others in conversation or discussion.
- To maintain attention, concentrate and sit quietly during appropriate activity.
- To have two-channelled attention – can listen and do for short span.
- To understand humour, e.g. nonsense rhymes, jokes.
- To follow a story without pictures or props.
- To listen attentively in a range of situations. ELG
- To give their attention to what others say and respond appropriately, while engaged in another activity ELG
- To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. ELG

Y1/2

Listening skills

- To listen to others in a range of situations and usually respond appropriately.
- To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.

Following instructions

- To understand instructions with more than one point in many situations.
- To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.
- To attempt to follow instructions before seeking assistance.

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Asking and answering questions

- To begin to ask questions that are linked to the topic being discussed.
- To answer questions on a wider range of topics (sometimes may only be one-word answers).
- To show that they are following a conversation by asking relevant and timely questions.
- To answer questions using clear sentences.
- To begin to give reasoning behind their answers when prompted to do so.

Drama, performance and confidence

- To speak clearly in a way that is easy to understand.
- To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.
- To know when it is their turn to speak in a small group presentation or play performance.
- To take part in a simple role play of a known story.
- To speak confidently within a group of peers so that their message is clear.
- To practise and rehearse reading sentences and stories aloud.
- To take on a different role in a drama or role play and discuss the character's feelings.
- To recognise that sometimes speakers talk differently and discuss reasons why this might happen.

Vocabulary building and Standard English

- To use appropriate vocabulary to describe their immediate world and feelings.
- To think of alternatives for simple vocabulary choices.
- To start to use subject- specific vocabulary to explain, describe and add detail.
- To suggest words or phrases appropriate to the topic being discussed.
- To start to vary language according to the situation between formal and informal.
- To usually speak in grammatically correct sentences.

Speaking for a range of purposes

- To organise their thoughts into sentences before expressing them.
- To be able to describe their immediate world and environment.
- To retell simple stories and recounts aloud. To talk about themselves clearly and confidently.
- To verbally recount experiences with some added interesting details.
- To offer ideas based on what has been heard.

Participating in discussion

- To recognise when it is their turn to speak in a discussion.
- To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.
- To give enough detail to hold the interest of other participant(s) in a discussion.
- To engage in meaningful discussions that relate to different topic areas.
- To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.

Y3/4

Listening skills

- To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.

Following instructions

- To follow instructions in a range of unfamiliar situations.
- To recognise when it is needed and ask for specific additional information to clarify instructions.
- To follow complex directions/multi-step instructions without the need for repetition.

Asking and answering questions

- To ask questions that relate to what has been heard or what was presented to them.
- To begin to offer support for their answers to questions with justifiable reasoning.
- To generate relevant questions to ask a specific speaker/audience in response to what has been said.
- To regularly offer answers that are supported with justifiable reasoning.

Drama, performance and confidence

- To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.
- To speak regularly in front of large and small audiences.
- To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.
- To use intonation when reading aloud to emphasise punctuation.
- To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.
- To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.
- To discuss the language choices of other speakers and how this may vary in different situations.

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SPOKEN LANGUAGE

Vocabulary building and Standard English

- To use vocabulary that is appropriate to the topic and/or the audience.
- To 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.
- To discuss topics that are unfamiliar to their own direct experience.
- To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.
- To know and use language that is acceptable in formal and informal situations with increasing confidence.
- 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.

Speaking for a range of purposes

- To organise what they want to say so that it has a clear purpose.
- To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.
- To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.
- To debate issues and make their opinions on topics clear.
- To adapt their ideas in response to new information.

Participating in discussion

- To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.
- To take account of the viewpoints of others when participating in discussions.
- To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.
- To begin to challenge opinions with respect.
- To engage in meaningful discussions in all areas of the curriculum.

Y5/6

Listening skills

- 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.
- To make improvements based on constructive feedback on their listening skills.

Following instructions

- To follow complex directions/multi-step instructions without the need for repetition.

Asking and answering questions

- To ask questions which deepen conversations and/or further their knowledge.
- To understand how to answer questions that require more detailed answers and justification.
- To regularly ask relevant questions to extend their understanding and knowledge.
- To articulate and justify answers with confidence in a range of situations.

Drama, performance and confidence

- To narrate stories with intonation and expression to add detail and excitement for the listener.
- To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.
- To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.
- To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).
- To gain, maintain and monitor the interest of the listener(s).
- To select and use appropriate registers for effective communication.

Vocabulary building and Standard English

- To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.
- To know and use language that is acceptable in formal and informal situations with increasing confidence.
- 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.
- To use relevant strategies to build their vocabulary.
- To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose
- To speak audibly, fluently and with a full command of Standard English in all situations.
- To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.
- To confidently explain the meaning of words and offer alternative synonyms.

Speaking for a range of purposes

- To plan and present information clearly with ambitious added detail and description for the listener.

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- To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.
- To communicate confidently across a range of contexts and to a range of audiences.
- To articulate and justify arguments and opinions with confidence.
- To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.

Participating in discussion

- To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations.
- To engage in longer and sustained discussions about a range of topics.
- To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.
- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.
- To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.
- To offer an alternative explanation when other participant(s) do not understand.