



Curriculum Progression Map – Spoken Language

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| | <p>Curriculum intent: At Shawclough Primary our intention is for the children to be able to express their opinions, articulate feelings and listen and respond appropriately in a range of situations. We give opportunities for the children to participate with different groups of children to present ideas with confidence, valuing the views of others. We encourage and work towards, every child being able to communicate audibly and confidently before an audience, for example during assemblies, class debates or school productions.</p> |
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Reception

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Listening Skills</p> | <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, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Following instruction</p> | <ul style="list-style-type: none"> – Give focused attention to what the teacher says, responding 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. |



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| Asking & Answering Questions | <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.– Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| Drama, Performance & Confidence | <ul style="list-style-type: none">– 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. |
| Vocabulary Building & Standard English | <ul style="list-style-type: none">– 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 |



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| <p>Speaking for a Range of Purposes</p> | <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. |
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| Participating in Discussion | <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. |
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