




Curriculum Progression Map – Spoken Language

	<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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Year 4

National Curriculum	<ul style="list-style-type: none">– Listen and respond appropriately to adults and their peers– Ask relevant questions to extend their understanding and knowledge– Use relevant strategies to build their vocabulary– Articulate and justify answers, arguments and opinions– Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings– Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments– Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas– Speak audibly and fluently with an increasing command of standard English– Participate in discussions, presentations, performances, role play/improvisations and debates– Gain, maintain and monitor the interest of the listener(s)– Consider and evaluate different viewpoints, attending to and building on the contributions of others– Select and use appropriate registers for effective communication
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Curriculum Progression Map Reading- Spoken Language

<p>How it looks at Shawclough</p>	<p>Approaches to teaching and learning encourage pupils to voice their ideas within a small group and class discussions, as we recognised that sharing and explaining concepts with peers enhances learning. Staff model the use of higher-level vocabulary within their speech and expanding children's' vocabulary is a key focus from EYFS to Year 6. Our Talk for Writing approach gives children the opportunity to practise choral speaking whilst expanding their vocabulary. Subject specific vocabulary is embedded across the curriculum, through teacher modelling. Contextual learning helps children to understand new words and supports them to include them in their work. Understanding of the impact that their piece has on the reader and by using a higher level of vocabulary and grammar features.</p> <p>Guided and whole class reading sessions encourage pupils to explore unfamiliar vocabulary and expand their knowledge of words. Staff model correct grammar in speech and encourage children to reflect this in their spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly.</p> <p>Nurture groups are ran within school and children have the opportunity to develop these skills in a small group with adult support.</p> <p>A range of drama and research sessions (Market Place) are used across the curriculum to explore and engage the children in their learning. This gives children the chance to embed vocabulary in shared activities.</p> <p>Children in EYFS perform a nativity play each Christmas; whilst year 1 to year 6 productions and parent assemblies are held throughout the year.</p>
<p>Listening Skills</p>	<ul style="list-style-type: none"> - To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.
<p>Following instruction</p>	<ul style="list-style-type: none"> - To follow complex directions/multi-step instructions without the need for repetition.



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Asking & Answering Questions	<ul style="list-style-type: none"> – 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 & Confidence	<ul style="list-style-type: none"> – 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.
Vocabulary Building & Standard English	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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.

* The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domains