




# Curriculum Progression Map – Spoken Language

	<p><b>Curriculum intent:</b> 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 6

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

<b>How it looks at Shawclough</b>	<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>
<b>Listening Skills</b>	<ul style="list-style-type: none"> <li>– To make improvements based on constructive feedback on their listening skills.</li> </ul>
<b>Following instruction</b>	<ul style="list-style-type: none"> <li>– To follow complex directions/multi-step instructions without the need for repetition.</li> </ul>



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<b>Asking &amp; Answering Questions</b>	<ul style="list-style-type: none"> <li>– To regularly ask relevant questions to extend their understanding and knowledge.</li> <li>– To articulate and justify answers with confidence in a range of situations.</li> </ul>
<b>Drama, Performance &amp; Confidence</b>	<ul style="list-style-type: none"> <li>– To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</li> <li>– To gain, maintain and monitor the interest of the listener(s).</li> <li>– To select and use appropriate registers for effective communication</li> </ul>
<b>Vocabulary Building &amp; Standard English</b>	<ul style="list-style-type: none"> <li>– To use relevant strategies to build their vocabulary.</li> <li>– To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</li> <li>– To speak audibly, fluently and with a full command of Standard English in all situations.</li> <li>– To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</li> <li>– To confidently explain the meaning of words and offer alternative synonyms.</li> </ul>
<b>Speaking for a Range of Purposes</b>	<ul style="list-style-type: none"> <li>– To communicate confidently across a range of contexts and to a range of audiences.</li> <li>– To articulate and justify arguments and opinions with confidence.</li> <li>– To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</li> <li>– To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>– To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</li> </ul>



### Curriculum Progression Map Reading- Spoken Language

<b>Participating in Discussion</b>	<ul style="list-style-type: none"><li>- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</li><li>- To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</li><li>- To offer an alternative explanation when other participant(s) do not understand</li></ul>
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\* 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