

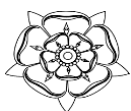
West Heslerton C of E Primary School
Spoken Language Curriculum Progression

Spoken Language Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills	<p>Nursery: Can I enjoy listening to longer stories and can remember much of what happens?</p> <p>Can I start a conversation with an adult or a friend and continue it for many turns?</p> <p>Can I listen with increased attention to sounds?</p> <p>Reception: Do I understand how to listen carefully and why listening is important?</p> <p>Can I listen to and talk about stories to build familiarity and understanding?</p> <p>Can I listen carefully to rhymes and songs, paying attention to how they sound?</p> <p>Can I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary?</p> <p>Can I listen attentively, move to and talk about music, expressing their feelings and response?</p>	Can I listen to others in a range of situations and usually respond appropriately?	Can I listen carefully and respond with increasing appropriateness to what has been said, eg make a helpful contribution when speaking in a small reading group?	Can I listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers?	Can I listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers?	Can I listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, eg participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group?	Can I make improvements based on constructive feedback on their listening skills?



West Heslerton C of E Primary School
Spoken Language Curriculum Progression

Spoken Language Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Following Instructions	<p>Nursery: Do I understand a question or instruction that has two parts, such as "Get your coat and wait at the door."?</p> <p>Can I increasingly follow rules, understanding why they are important?</p> <p>Reception: Can I 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> <p>Can I explain the reasons for rules, know right from wrong and try to behave accordingly?</p>	Can I understand instructions with more than one point in many situations?	<p>Can I fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear?</p> <p>Can I attempt to follow instructions before seeking assistance?</p>	<p>Can I follow instructions in a range of unfamiliar situations?</p> <p>Can I recognise when it is needed and ask for specific additional information to clarify instructions?</p>	Can I follow complex directions/multi-step instructions without the need for repetition?		

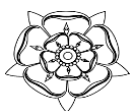


West Heslerton C of E Primary School
Spoken Language Curriculum Progression

Spoken Language Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking and Answering		<p>Can I begin to ask questions that are linked to the topic being discussed?</p> <p>Can I answer questions on a wider range of topics (sometimes may only be one-word answers)?</p>	<p>Can I show that they are following a conversation by asking relevant and timely questions?</p> <p>Can I answer questions using clear sentences?</p> <p>Can I begin to give reasoning behind their answers when prompted to do so?</p>	<p>Can I ask questions that relate to what has been heard or what was presented to them?</p> <p>Can I begin to offer support for their answers to questions with justifiable reasoning?</p>	<p>Can I generate relevant questions to ask a specific speaker/audience in response to what has been said?</p> <p>Can I regularly offer answers that are supported with justifiable reasoning?</p>	<p>Can I ask questions which deepen conversations and/or further their knowledge?</p> <p>Can I understand how to answer questions that require more detailed answers and justification?</p>	<p>Can I regularly ask relevant questions to extend their understanding and knowledge?</p> <p>Can I articulate and justify answers with confidence in a range of situations?</p>
Drama, Performance and Confidence	<p>Nursery: Can I 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?</p> <p>Can I make comments about what they have heard and ask questions to clarify their understanding?</p> <p>Can I offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate?</p> <p>Can I talk confidently with other children when playing, and will communicate freely about own home and community?</p> <p>Reception: Can I confidently speak to others about own needs, wants, interests and opinions?</p>	<p>Can I speak clearly in a way that is easy to understand?</p> <p>Can I speak in front of larger audiences, eg in a class assembly, during a show 'n' tell session?</p> <p>Can I know when it is their turn to speak in a small group presentation or play performance?</p> <p>Can I take part in a simple role play of a known story?</p>	<p>Can I speak confidently within a group of peers so that their message is clear?</p> <p>Can I practise and rehearse reading sentences and stories aloud?</p> <p>Can I take on a different role in a drama or role play and discuss the character's feelings?</p> <p>Can I recognise that sometimes speakers talk differently and discuss reasons why this might happen?</p>	<p>Can I rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers?</p> <p>Can I speak regularly in front of large and small audiences?</p> <p>Can I participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions?</p>	<p>Can I use intonation when reading aloud to emphasise punctuation?</p> <p>Can I practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers?</p> <p>Can I take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character?</p> <p>Can I discuss the language choices of other speakers and how this may vary in different situations?</p>	<p>Can I narrate stories with intonation and expression to add detail and excitement for the listener?</p> <p>Can I use feedback from peers and teachers (and from observing other speakers) to make improvements to performance?</p> <p>Can I combine vocabulary choices, gestures and body movement to take on and maintain the role of a character?</p>	<p>Can I participate confidently in a range of different performances, role play exercises and improvisations (including acting in role)?</p> <p>Can I gain, maintain and monitor the interest of the listener(s)?</p> <p>Can I select and use appropriate registers for effective communication?</p>

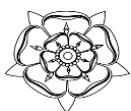


West Heslerton C of E Primary School
Spoken Language Curriculum Progression



West Heslerton C of E Primary School
Spoken Language Curriculum Progression

Spoken Language Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary Building and Standard English	<p>Nursery: Can I use a wider range of vocabulary?</p> <p>Can I develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'?</p> <p>Can I use longer sentences of four to six words?</p> <p>Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Can I talk about what they see, using a wide vocabulary?</p> <p>Reception: Can I learn new vocabulary?</p> <p>Can I use new vocabulary throughout the day?</p> <p>Can I articulate their ideas and thoughts in well- formed sentences?</p>	<p>Can I use appropriate vocabulary to describe their immediate world and feelings?</p> <p>Can I think of alternatives for simple vocabulary choices?</p>	<p>Can I start to use subject- specific vocabulary to explain, describe and add detail?</p> <p>Can I suggest words or phrases appropriate to the topic being discussed?</p> <p>Can I start to vary language according to the situation between formal and informal?</p> <p>Can I usually speak in grammatically correct sentences?</p>	<p>Can I use vocabulary that is appropriate to the topic and/or the audience?</p> <p>Can I 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>Can I discuss topics that are unfamiliar to their own direct experience?</p>	<p>Can I regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech?</p> <p>Can I know and use language that is acceptable in formal and informal situations with increasing confidence?</p> <p>Can I 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>Can I regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech?</p> <p>Can I know and use language that is acceptable in formal and informal situations with increasing confidence?</p> <p>Can I 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>Can I use relevant strategies to build their vocabulary?</p> <p>Can I use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose?</p> <p>Can I speak audibly, fluently and with a full command of Standard English in all situations?</p> <p>Can I use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics?</p> <p>Can I confidently explain the meaning of words and offer alternative synonyms?</p>



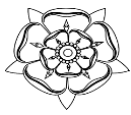
West Heslerton C of E Primary School
Spoken Language Curriculum Progression

	<p>Can I develop social phrases?</p> <p>Can I use new vocabulary in different contexts?</p>						
Speaking for a Range of Purposes	<p>Nursery: Am I able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions?</p> <p>Can I start a conversation with an adult or a friend, and continue it for many turns?</p> <p>Can I use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."?</p> <p>Can I play with one or more other children, extending and elaborating play ideas?</p> <p>Can I develop appropriate ways of being assertive?</p> <p>Can I talk with others to solve conflicts.</p> <p>Can I talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'?</p>	<p>Can I organise their thoughts into sentences before expressing them?</p> <p>Can I be able to describe their immediate world and environment?</p> <p>Can I retell simple stories and recounts aloud?</p>	<p>Can I talk about themselves clearly and confidently?</p> <p>Can I verbally recount experiences with some added interesting details?</p> <p>Can I offer ideas based on what has been heard?</p>	<p>Can I organise what they want to say so that it has a clear purpose?</p> <p>Can I begin to give descriptions, recounts and narrative retellings with added details to engage listeners?</p>	<p>Can I give descriptions, recounts and narrative retellings with specific details to actively engage listeners?</p> <p>Can I debate issues and make their opinions on topics clear?</p> <p>Can I adapt their ideas in response to new information?</p>	<p>Can I plan and present information clearly with ambitious added detail and description for the listener?</p> <p>Can I participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate?</p>	<p>Can I communicate confidently across a range of contexts and to a range of audiences?</p> <p>Can I articulate and justify arguments and opinions with confidence?</p> <p>Can I give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings?</p> <p>Can I use spoken language to develop understanding through speculating, hypothesising,</p>



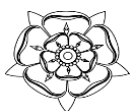
West Heslerton C of E Primary School
Spoken Language Curriculum Progression

<p>Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Can I talk about what they see, using a wide range of vocabulary?</p> <p>Can I explore and talk about different forces they can feel?</p> <p>Can I talk about the differences between materials and changes they notice?</p> <p>Do I know that there are different countries in the world and talk about the differences they have experienced or seen in photos?</p> <p>Can I take part in simple pretend play, using an object to represent something else even though they are not similar?</p> <p>Can I begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc?</p> <p>Reception: Can I ask questions to find out more and to check they understand what has been said to them?</p> <p>Can I describe events in some detail?</p>						<p>imagining and exploring ideas?</p> <p>Can I make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus?</p>
--	--	--	--	--	--	--



West Heslerton C of E Primary School
Spoken Language Curriculum Progression

<p>Can I use talk to help work out problems and organise thinking and activities?</p> <p>Can I explain how things work and why they might happen?</p> <p>Can I develop social phrases?</p> <p>Can I listen to and talk about stories to build familiarity and understanding?</p> <p>Can I retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words?</p> <p>Can I use new vocabulary in different contexts?</p> <p>Can I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary?</p> <p>Can I express their feelings and consider the feelings of others. Talk about their immediate family and community?</p> <p>Can I name and describe people who are familiar to them?</p> <p>Can I comment on images of familiar situations in the past?</p>						
--	--	--	--	--	--	--



West Heslerton C of E Primary School Spoken Language Curriculum Progression

	<p>Can I compare and contrast characters from stories, including figures from the past?</p> <p>Can I describe what they see, hear and feel whilst outside?</p> <p>Can I watch and talk about dance and performance art, expressing their feelings and responses?</p>						
Participating in Discussion	<p>Nursery: Am I able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions?</p> <p>Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Reception: Can I 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?</p>	<p>Can I recognise when it is their turn to speak in a discussion?</p> <p>Can I recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas?</p>	<p>Can I give enough detail to hold the interest of other participant(s) in a discussion?</p> <p>Can I engage in meaningful discussions that relate to different topic areas?</p> <p>Can I remain focused on a discussion when not directly involved and be able to recall the main points when questioned?</p>	<p>Can I engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation?</p> <p>Can I take account of the viewpoints of others when participating in discussions?</p>	<p>Can I engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants?</p> <p>Can I begin to challenge opinions with respect?</p> <p>Can I engage in meaningful discussions in all areas of the curriculum?</p>	<p>Can I develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations?</p> <p>Can I engage in longer and sustained discussions about a range of topics?</p> <p>Can I ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions?</p>	<p>Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence?</p> <p>Can I consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others?</p> <p>Can I offer an alternative explanation when other participant(s) do not understand?</p>



West Heslerton C of E Primary School
Spoken Language Curriculum Progression

<p>Can I hold conversation when engaged in back-and- forth exchanges with their teachers and peers?</p> <p>Can I participate in small group, class and one- to-one discussions, offering their own ideas, using recently introduced vocabulary?</p> <p>Can I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play?</p>							
--	--	--	--	--	--	--	--