

Progression of Skills in Spoken Language at Bailey Green

The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Listen and respond appropriately to adults and their peers.	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Listen with increased attention to sounds.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Listen to and talk about stories, rhymes and songs to build familiarity and understanding.</p>	<p>Listen to others (adults and children) in a range of situations including stories, rhymes and songs, and usually respond appropriately.</p>	<p>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.</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>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.</p>	<p>Listen carefully and make improvements based on constructive feedback on their listening skills.</p>
2. Ask relevant questions to extend their understanding and knowledge.	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>Begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Ask questions to find out more and check they understand what has been said to them.</p> <p>Understand and respond appropriately to why questions.</p>	<p>Begin to ask questions that are linked to the topic being discussed.</p> <p>Understand and respond to why and how questions.</p>	<p>Show that they are following a conversation by asking relevant and timely questions</p>	<p>Ask questions that relate to what has been heard or what was presented to them.</p>	<p>Generate relevant questions to ask a specific speaker/audience in response to what has been said.</p>	<p>Ask questions which deepen conversations and/or further their knowledge</p>	<p>Regularly ask relevant questions to extend their understanding and knowledge.</p>

3. Use relevant strategies to build their vocabulary.	Be exposed to and understand a range of new vocabulary related to real life and topics, and begin to use this in their play and discussions with adults and peers.	<p>Listen to and talk about selected topics to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>	<p>Use and understand new vocabulary introduced during discussions about stories, non-fiction, rhymes and poems and subject-specific learning.</p> <p>Use appropriate vocabulary to describe their immediate world and feelings.</p> <p>Think of alternatives for simple vocabulary choices.</p>	<p>Start to use subject-specific vocabulary to explain, describe and add detail.</p> <p>Suggest words or phrases appropriate to the topic being discussed.</p>	<p>Use vocabulary that is appropriate to the topic and/or the audience.</p> <p>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>Discuss topics that are unfamiliar to their own direct experience.</p>	<p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>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>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>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>Use relevant strategies to build their vocabulary.</p> <p>Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.</p> <p>Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>Confidently explain the meaning of words and offer alternative synonyms</p>
4. Articulate and justify answers, arguments and opinions.	Begin to be able to express ideas and feelings.	Articulate their ideas and thoughts in simple sentences.	Answer questions on a wider range of topics in well-formed sentences	Answer questions using clear sentences. Begin to give reasoning behind their answers when prompted to do so.	Begin to offer support for their answers to questions with justifiable reasoning.	Regularly offer answers that are supported with justifiable reasoning.	Understand how to answer questions that require more detailed answers and justification	Articulate and justify answers with confidence in a range of situations.
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Engage in extended conversations about stories and activities. Talk about what they see, using a wide vocabulary.	<p>Name and describe people who are familiar to them. Discuss characters from stories, including figures from the past. Describe what they see, hear and feel whilst outside.</p> <p>Watch and talk about music, dance and art, expressing their feelings and responses</p>	<p>Organise their thoughts into sentences before expressing them.</p> <p>Be able to describe their immediate world and environment.</p> <p>Retell simple stories and recounts aloud.</p>	<p>Talk about themselves clearly and confidently.</p> <p>Verbally recount experiences with some added interesting details.</p>	<p>Organise what they want to say so that it has a clear purpose.</p> <p>Begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.	Plan and present information clearly with ambitious added detail and description for the listener.	<p>Communicate confidently across a range of contexts and to a range of audiences.</p> <p>Give well-structured descriptions, explanations and presentations for different purposes, including for expressing feelings.</p>

6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Can start a conversation with an adult or a friend, and continue it for many turns.	Can sustain a longer conversation with an adult or a friend, in a range of different situations (role play, games, retelling a story)	Listen to others for longer periods of time. Take part in simple discussion as part of a small group.	Listen carefully to adults and peers. Take part in a range of discussions in a range of groupings. Offer ideas based on what has been heard.	Listen to ideas and respond appropriately, acknowledging that others may have a different viewpoint.	Listen carefully to the ideas of others and be prepared to adapt their own ideas in response to new information.	Listen carefully to the ideas of others, acknowledging that their point of view may be valid, and be prepared to adapt their own ideas in response to new information.	Be able to stay on topic, rephrase and clarify ideas and initiate and respond to comments with confidence, being prepared to adjust their own viewpoint.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Begin to develop more complex and imaginative stories using small world equipment, such as animal sets, dolls and dolls houses, etc.	Invent and adapt stories and personal recount with peers and their teacher.	Be able to build upon language used through stories and non-fiction. Use acquired language to express ideas, thoughts and imagination.	Develop ideas and imagination and begin to develop the ability to express informed opinions.	Be able to express opinions clearly based on their own prior knowledge, information and new knowledge.	Debate issues and make their opinions on topics clear.	Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus
8. Speak audibly and fluently with an increasing command of Standard English.	Be able to speak clearly in simple sentences, beginning to develop more complex sentences.	Speak clearly in simple sentences, developing more complex sentences using the correct pronoun.	Speak clearly in a way that is easy to understand, including the correct pronoun and tense.	Start to vary language according to the situation between formal and informal. Usually speak in grammatically correct sentences.	Be able to vary language according to the situation between formal and informal. Usually speak in grammatically correct sentences	Know and use language that is acceptable in formal and informal situations with increasing confidence. Speak in grammatically correct sentences.	Know and use language that is acceptable in formal and informal situations with increasing confidence. Speak in grammatically correct sentences.	Speak audibly, fluently and with a full command of Standard English in all situations. Speak in grammatically correct sentences.
9. Participate in discussions, presentations, performances, role play/improvisations and debates.	Be able to express a feeling or point of view and debate when they disagree with an adult or friend, using words as well as actions.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Perform songs, rhymes, poems	Speak in front of larger audiences, e.g. in a class assembly, during a 'show and tell' session. Know when it is their turn to speak in a small group presentation or	Speak confidently within a group of peers so that their message is clear. Practise and rehearse reading sentences and stories aloud. Take on a different role in a	Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. Speak regularly in front of large and small audiences.	Use intonation when reading aloud to emphasise punctuation. Practise and rehearse sentences and stories, gaining feedback on their performance from	Narrate stories with intonation and expression to add detail and excitement for the listener. Use feedback from peers and teachers (and from observing other speakers) to	Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).

		and stories with others, and (when appropriate) try to move in time to music.	play performance. Take part in a simple role play of a known story.	drama or role play and discuss the character's feelings.	Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	teachers and peers. Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.	make improvements to performance. Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	
10. Gain, maintain and monitor the interest of the listener(s).	Begin to focus on what others are saying and respond appropriately.	Focus on what others are saying, contributing and responding appropriately.	Engage in discussions, responding appropriately. Recognise when it is their turn to speak in a discussion.	Give enough detail to hold the interest of other participant(s) in a discussion. Engage in meaningful discussions that relate to different topic areas.	Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.	Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. Engage in meaningful discussions in all areas of the curriculum.	Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. Engage in longer and sustained discussions about a range of topics.	Maintain attention for a sustained period of time and participate actively and appropriately in collaborative conversations.
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Begin to understand that their peers may have different viewpoints and start to accept these.	Begin to be able to express a point of view and start to debate when they disagree with an adult or friend, using words as well as actions	Recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.	Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	Take account of the viewpoints of others when participating in discussions.	Acknowledge the viewpoints of others when participating in discussions, being prepared to adjust opinions. Begin to challenge opinions with respect.	Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	Offer an alternative explanation when other participant(s) do not understand. Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.
12. Select and use appropriate registers for effective communication.	Recognise that adults and peers use different voices to express feelings.	Recognise different voices and tones in real life and in stories and what this tells the listener.	Recognise different voices and tones in stories and what this tells the listener about characters. Be introduced to the way characters may speak in dialogue.	Recognise that sometimes speakers talk differently and discuss reasons why this might happen.	Through reading and spoken language activities, identify different registers used for different purposes (formal and informal language choices).	Discuss the language choices of other speakers and identify how and why this may vary in different situations (formal and informal language choices).	Be able to use different language choices appropriately and identify how and why this may vary in different situations.	Select and use appropriate registers for effective communication both in their own spoken language and writing.