

SPOKEN LANGUAGE PROGRESSION

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills	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.	To listen to others in a range of situations and usually respond appropriately.	To 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.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.		To 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.	To make improvements based on constructive feedback on their listening skills.
Following Instructions	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.	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.	To follow instructions in a range of unfamiliar situations.	To follow complex directions/multi-step instructions without the need for repetition.		
			To attempt to follow instructions before seeking assistance.	To recognise when it is needed and ask for specific additional information to clarify instructions.			
Asking and Answering Questions	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 when 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.	To begin to ask questions that are linked to the topic being discussed.	To show that they are following a conversation by asking relevant and timely questions.	To ask questions that relate to what has been heard or what was presented to them.	To generate relevant questions to ask a specific speaker/ audience in response to what has been said.	To ask questions which deepen conversations and/or further their knowledge.	To regularly ask relevant questions to extend their understanding and knowledge.
		To answer questions on a wider range of topics (sometimes may only be one-word answers).	To answer questions using clear sentences.  To begin to give reasoning behind their answers when prompted to do so.	To begin to offer support for their answers to questions with justifiable reasoning.	To regularly offer answers that are supported with justifiable reasoning.	To understand how to answer questions that require more detailed answers and justification.	To articulate and justify answers with confidence in a range of situations.
Drama, Performance and Confidence		To speak clearly in a way that is easy to understand.	To speak confidently within a group of peers so that their message is clear.	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.	To use intonation when reading aloud to emphasise punctuation.	To narrate stories with intonation and expression to add detail and excitement for the listener.	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).
		To speak in front of larger audiences, e.g. in a class assembly, during a show ‘n’ tell session.	To practise and rehearse reading sentences and stories aloud.	To speak regularly in front of large and small audiences.	To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.	To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.	To gain, maintain and monitor the interest of the listener(s).
		To know when it is their turn to speak in a small group presentation or play performance.	To take on a different role in a drama or role play and discuss the character’s feelings.	To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to	To take on a specific role in role-play/ drama activities and participate in focused discussion while remaining in character.	To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	To select and use appropriate registers for effective communication.

Vocabulary Building and Standard English
Speaking for a Range of Purposes

To take part in a simple role play of a known story.	To recognise that sometimes speakers talk differently and discuss reasons why this might happen.	indicate a person's emotions.	To discuss the language choices of other speakers and how this may vary in different situations.			
To use appropriate vocabulary to describe their immediate world and feelings.	To start to use subject-specific vocabulary to explain, describe and add detail.	To use vocabulary that is appropriate to the topic and/ or the audience.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.	To use relevant strategies to build their vocabulary.	
	To suggest words or phrases appropriate to the topic being discussed.			To know and use language that is acceptable in formal and informal situations with increasing confidence.	To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose	
To think of alternatives for simple vocabulary choices.	To start to vary language according to the situation between formal and informal.	To 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.	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.	To speak audibly, fluently and with a full command of Standard English in all situations.	
	To usually speak in grammatically correct sentences.		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.		To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.	
		To discuss topics that are unfamiliar to their own direct experience.			To confidently explain the meaning of words and offer alternative synonyms.	
To organise their thoughts into sentences before expressing them.	To talk about themselves clearly and confidently.	To organise what they want to say so that it has a clear purpose.	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.	To plan and present information clearly with ambitious added detail and description for the listener.	To communicate confidently across a range of contexts and to a range of audiences.	
To be able to describe their immediate world and environment.	To verbally recount experiences with some added interesting details.		To debate issues and make their opinions on topics clear.		To participate in debates/ arguments and use relevant details to support their opinions and adding humour where appropriate.	To articulate and justify arguments and opinions with confidence.
To retell simple stories and recounts aloud.	To offer ideas based on what has been heard.	To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	To adapt their ideas in response to new information.		To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	
					To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.	

Participating in Discussion		To recognise when it is their turn to speak in a discussion.	To give enough detail to hold the interest of other participant(s) in a discussion.	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.	To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.
		To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	To engage in meaningful discussions that relate to different topic areas.	To take account of the viewpoints of others when participating in discussions.	To begin to challenge opinions with respect.	To engage in longer and sustained discussions about a range of topics.	To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.
			To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.		To engage in meaningful discussions in all areas of the curriculum.	To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	To offer an alternative explanation when other participant(s) do not understand.