

Park Road Academy Primary School
Whole school progression in Spoken Language

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills	<p>Listening and Attention</p> <p>To listen attentively in a range of situations.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>To begin to listen and respond appropriately to adults and their peers.</p> <p>To begin to know that different people have different ideas; be able to listen to these and make a contribution.</p>	<p>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small group.</p> <p>To know that different people have different ideas; be able to listen to these and make a contribution.</p>	<p>To begin to listen carefully in a range of contexts and usually respond appropriately to both adults and peers.</p> <p>To begin to consider viewpoints; usually listening to these and build on the contribution of others.</p>	<p>To listen carefully in a range of contexts and respond appropriately to both adults and peers.</p> <p>To consider viewpoints; listen to these and build on the contribution of others.</p>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a project where they listen to the views of others and adapt to meet the needs of a group.</p>	<p>To make improvements based on constructive feedback on their listening skills.</p>
Following Instructions	<p>Understanding</p> <p>To follow instructions involving several ideas.</p>	<p>To understand instructions with more than one point in many situations.</p>	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance.</p>	<p>To begin to follow instructions in a range of unfamiliar situations.</p> <p>To ask for specific additional information to clarify instructions.</p>	<p>To begin to follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p>	<p>To begin to follow complex directions/multi-step instructions without the need for repetition.</p>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p>
Asking and Answering Questions	<p>Understanding</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics and with encouragement, express their opinion.</p>	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers, in a simple way, when prompted to do so.</p>	<p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p>	<p>To generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>	<p>To ask relevant questions which deepen conversations and/or further their knowledge.</p> <p>To understand how to answer questions that require more detailed answers and justifications.</p>	<p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers, arguments and opinions with increasing confidence in a range of situations.</p>
Drama Performance & Confidence	<p>Speaking</p> <p>To express themselves effectively, showing an awareness of the listeners' needs.</p> <p>Self-Confidence & Self-Awareness</p> <p>To speak confidently in a familiar group, will talk about their ideas.</p> <p>Being Imaginative Express their own ideas, thoughts and feelings, through role play and stories.</p>	<p>Grow in confidence to speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g in assembly, school plays.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p>To grow in confidence to speak audibly and fluently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in drama or role play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from adults and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from adults and peers.</p> <p>To take on specific a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback from adults and peers (and from observing other speakers) to make improvements to a performance.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>To participate confidently in a range of different performances, role play activities and improvisations.</p> <p>To gain, maintain and monitor the interest of the listeners.</p> <p>To select and use appropriate registers for effective communication.</p>

<p>Vocabulary Building and Standard English</p>	<p>Speaking To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To begin to speak in grammatically correct sentences.</p>	<p>To start to use subject- specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being</p>	<p>To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that</p>	<p>To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to</p>
		<p>To use appropriate vocabulary to describe their immediate world and feelings. To extend vocabulary by exploring the meaning of new words, using relevant strategies. To think of alternatives for simple vocabulary choices.</p>	<p>discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.</p>	<p>they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.</p>	<p>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.</p>	<p>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.</p>	<p>the topic, audience and purpose To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide</p>
<p>Speaking for a Range of Purposes</p>	<p>Speaking To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud. Explain simple things to explore ideas. To gain the interest of the listener.</p>	<p>To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.</p>	<p>To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>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.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. 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.</p>
<p>Participating in Discussion</p>	<p>Speaking To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To join in conversations. To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas. To tell a simple narrative.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.</p>	<p>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.</p>	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.</p>