Skills Progression: ENGLISH Spoken Language

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills Children should:	Understand how to listen carefully and why listening is important. (C&L) **Listen to,** talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L)	Listen to others in a range of situations and usually respond appropriately.	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.	Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	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.	Make improvements based on constructive feedback on their listening skills.
Following Instructions Children should:	Follow two-part instruction and question to clarify. (C&L)	Understand instructions with more than one point in many situations.	Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. Attempt to follow instructions before seeking assistance.	Follow instructions in a range of unfamiliar situations. Recognise when it is needed and ask for specific additional information to clarify instructions.	Follow complex directions/multi- step instructions without the need for repetition.	Follow complex directions/multi- step instructions without the need for repetition.	Follow complex directions/multi- step instructions without the need for repetition.
Asking and Answering Questions Children should:	Listen to, talk about and respond to stories (rhymes and songs) **with questions** (C&L) Talk about and respond with questions to non-fiction books; recalling some facts with **increasing explanation** and vocabulary **in response to questions**. (LIT) Listen, talk about and **respond with questions** to non-fiction books; recalling some facts with increasing explanation and vocabulary **in response to**	Begin to ask questions that are linked to the topic being discussed. Answer questions on a wider range of topics (sometimes may only be one-word answers).	Show that they are following a conversation by asking relevant and timely questions. Answer questions using clear sentences. Begin to give reasoning behind their answers when prompted to do so.	Ask questions that relate to what has been heard or what was presented to them. Begin to offer support for their answers to questions with justifiable reasoning.	Generate relevant questions to ask a specific speaker/audience in response to what has been said. Regularly offer answers that are supported with justifiable reasoning.	Ask questions which deepen conversations and/or further their knowledge. Understand how to answer questions that require more detailed answers and justification.	Regularly ask relevant questions to extend their understanding and knowledge. Articulate and justify answers with confidence in a range of situations.

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	questions. (C&L, LIT)) Follow two-part instruction and **question to clarify**. (C&L) **Question why** things happen.(UTW)						
Drama, Performance and Confidence Children should:	Listen to, talk about and respond to stories (**rhymes and songs**) with actions, relevant comments, questions; **recalling key** events and innovating (alternate aspect). e.g character, settings, object. (C&L) Listen and sing nursery rhymes and songs, recalling whole songs and	Speak clearly in a way that is easy to understand. Speak in front of larger audiences, e.g. in a class assembly ,during a show and tell session. To know when it is their turn to speak in a small group presentation or play performance.	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 drama or role play and discuss the character's feelings.	Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. Speak regularly in front of large and small audiences. Participate in role play tasks, showing an understanding of character by choosing appropriate	Use intonation when reading aloud to emphasise punctuation. Practice and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. Take on a specific role in role-play/drama activities and	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 make improvements to performance. Combine vocabulary choices,	Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). Gain, maintain and monitor the interest of the listener(s). Select and use appropriate registers for effective communication.

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	rhymes singing some independently and performing in groups / **independently** for others. (EAD)	Take part in a simple role play of a known story.	Recognise that sometimes speakers talk differently and discuss reasons why this might happen.	words and phrases to indicate a person's emotions.	participate in focused discussion while remaining in character. Discuss the language choices of other speakers and how this may vary in different situations.	gestures and body movement to take on and maintain the role of a character.	
Vocabulary Building and Standard English Children should:	Talk about, describe and explain elements of a topic using newly introduced vocabulary (C&L, UTW) Use vocabulary from stories, rhymes, poetry non-fiction books (C&L, LIT)	Use appropriate vocabulary to describe their immediate world and feelings. Think of alternatives for simple vocabulary choices.	Start to use subject-specific vocabulary to explain, describe and add detail. Suggest words or phrases appropriate to the topic being discussed. Start to vary language according to the situation between formal and informal. Usually speak in grammatically correct sentences.	Use vocabulary that is appropriate to the topic and/or the audience. 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. Discuss topics that are unfamiliar to their own direct experience.	Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. 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.	Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. 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.	Use relevant strategies to build their vocabulary. Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose Speak audibly, fluently and with a full command of Standard English in all situations. Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. Confidently explain the meaning of words and offer alternative synonyms.

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Speaking for a Rangeof Purposes Children should:	Offer extra explanation (reasoning) and description (detail) in topic, regarding feelings and in response to texts, art and music (C&L, PSED, LIT, UTW, EAD) Solve problems (reasoning) including position (UTW-Geographical skills and fieldwork) Compare- similarities and differences in relation to places (features), objects, materials andliving things (UTW-Locational Knowledge & Fieldwork)	Organise their thoughts into sentences before expressing them. Be able to describe their immediateworld and environment. To retell simple stories andrecounts aloud	Talk about themselves clearly andconfidently. Verbally recount experiences withsome added interesting details. To offer ideas based on what hasbeen heard.	Organise what they want to say sothat it has a clear purpose. Begin to give descriptions, recountsand narrative retellings with added details to engage listeners.	Give descriptions, recounts and narrative retellings with specific details to actively engage listeners. Debate issues and make theiropinions on topics clear. To adapt their ideas in response tonew information.	Plan and present information clearly with ambitious added detail and description for the listener. Participate in debates/arguments and use relevant details to supporttheir opinions and adding humour where appropriate.	Communicate confidently across arange of contexts and to a range of audiences. Articulate and justify argumentsand opinions with confidence. Give well-structured descriptions, explanations, presentations and narratives for different purposes,including for expressing feelings. 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.
Participating in Discussion Children should:	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG L&A) **Participate in** small group, class andone-to-one **discussions**, offering their own ideas, using recently introduced vocabulary (ELG L&A)	Recognise when it is their turn tospeak in a discussion. Recognise that different people willhave different responses and that that these are as valuable as their own opinions and ideas.	Give enough detail to hold the interest of other participant(s) in a discussion. Engage in meaningful discussions that relate to different topic areas. Remain focused on a discussion when not directly involved and be able to recall the main points whenquestioned.	Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. Take account of the viewpoints ofothers when participating in discussions.	Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. Begin to challenge opinions withrespect. Engage in meaningful discussions inall areas of the curriculum.	Develop, agree to and evaluate rules for effective discussion; followtheir own rules in small groups and whole- class conversations. Engage in longer and sustaineddiscussions about a range of topics. Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	Maintain attention and participateactively in collaborative conversations, staying on topic andinitiating and responding to comments with confidence. Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. Offer an alternative explanation when other participant(s) do not understand.