



Planning for Progression in Spoken Language

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening	<i>ELG1 Listening, Attention and Understanding</i>	<ul style="list-style-type: none"> To listen to others in a range of situations and usually respond appropriately. 	<ul style="list-style-type: none"> To listen carefully and respond with increasing appropriateness to what has been said. 	<ul style="list-style-type: none"> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. 	<ul style="list-style-type: none"> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. 	<ul style="list-style-type: none"> To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views. 	<ul style="list-style-type: none"> To make improvements based on constructive feedback on their listening skills.
Following Instructions	<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <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;</i> 	<ul style="list-style-type: none"> To understand instructions with more than one point in many situations. 	<ul style="list-style-type: none"> To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance. 	<ul style="list-style-type: none"> To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions. 	<ul style="list-style-type: none"> To follow complex directions/multi-step instructions without the need for repetition. 	<ul style="list-style-type: none"> To follow complex directions/multi-step instructions without the need for repetition. 	<ul style="list-style-type: none"> To follow complex directions/multi-step instructions without the need for repetition.
Asking and Answering Questions	<ul style="list-style-type: none"> <i>Make comments about what they have heard and ask questions to clarify their understanding;</i> 	<ul style="list-style-type: none"> To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers) 	<ul style="list-style-type: none"> To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so 	<ul style="list-style-type: none"> To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning. 	<ul style="list-style-type: none"> To generate relevant questions to ask a specific speaker/ audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning 	<ul style="list-style-type: none"> To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification. 	<ul style="list-style-type: none"> To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.
Discussions	<ul style="list-style-type: none"> <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i> 	<ul style="list-style-type: none"> To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and wholeclass 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. 	<ul style="list-style-type: none"> 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

	ELG 2- Speaking						participant(s) do not understand.
Speaking Aloud	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; 	<ul style="list-style-type: none"> • To speak clearly in a way that is easy to understand. • To 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. • To take part in a simple role play of a known story. 	<ul style="list-style-type: none"> • To speak confidently within a group of peers so that their message is clear. • To practise and rehearse reading sentences and stories aloud. • To take on a different role in a drama or role play and discuss the character's feelings. • To recognise that sometimes speakers talk differently and discuss reasons why this might happen 	<ul style="list-style-type: none"> • To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. • To speak regularly in front of large and small audiences. • To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions 	<ul style="list-style-type: none"> • To use intonation when reading aloud to emphasise punctuation. • To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. • To take on a specific role in role-play/ drama activities and participate in focused discussion while remaining in character. • To discuss the language choices of other speakers and how this may vary in different situations. 	<ul style="list-style-type: none"> • To narrate stories with intonation and expression to add detail and excitement for the listener. • To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. • To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. 	<ul style="list-style-type: none"> • To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). • To gain, maintain and monitor the interest of the listener(s). • To select and use appropriate registers for effective communication.
Spoken Word	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To use appropriate vocabulary to describe their immediate world and feelings. • To think of alternatives for simple vocabulary choices. 	<ul style="list-style-type: none"> • To start to use subject specific vocabulary to explain, describe and add detail. • To suggest words or phrases appropriate to the topic being discussed. • To start to vary language according to the situation between formal and informal. • To usually speak in grammatically correct sentences 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. • 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. 	<ul style="list-style-type: none"> • regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. • 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. 	<ul style="list-style-type: none"> • To use relevant strategies to build their vocabulary. • To use adventurous and ambitious vocabulary in speech which is subject appropriate and relevant to the audience. • To speak audibly and fluently and with full use of correct standard English. • To use broad, deep and rich vocabulary for a range of purposes.
Speaking for a Purpose		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 opinions and adding humour where appropriate. 	<ul style="list-style-type: none"> • 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

							<p>narratives for different purposes.</p> <ul style="list-style-type: none">• To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
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