English Spoken Language Intent - Progression Document at Claverley CE Primary

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives **Pupils should be taught to:**	In our curriculum, we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. We ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Children need to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. We are aiming for our children to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.						
• listen and respond appropriately to adults and their peers	Early learning goal – listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Listen and respond to the speaker making simple comments and suggestions Make helpful contributions when speaking in turns, in pairs and in small groups		Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared. Work in a variety of group situations following appropriate etiquette for group dynamics		Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and develop the speaker's ideas in different ways. Refer to others comments when articulating own ideas Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group	
• ask relevant questions to extend their understanding and knowledge	Early learning goal – understanding Children follow instructions involving several	Begin to ask questions that link clearly to the topic being discussed		Generate questions to ask a specific speaker / audience in response to a talk / conversation		Spontaneously ask questions which develop the conversation and take ideas or knowledge further	

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	ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	Show that the conversation is being followed through the questions that are asked	Ask questions in direct response to something heard / presented	
• use relevant strategies to build their vocabulary		To be encouraged to listen to and use new vocabulary to develop their own vocabularies Given opportunities to use this vocabulary in a variety of meaningful contexts To be encouraged to think of alternatives for simple vocabulary choices	To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects To use new vocabulary within the correct context Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience.	Using vocabulary appropriately and for effect Use appropriate terminology linked to other curriculum subjects Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions
• articulate and justify answers, arguments and opinions		Can answer questions clearly in sentences Can give a reason for their answer when asked Are encouraged to explore why they have certain thoughts or opinions	Can give answers to questions that are supported by justifiable reasons Can support own ideas and opinions with explanation	Can sustain and argument an follow a train of thought, returning to main ideas throughout the course of the conversation Can present ideas / opinions coherently, supported with reasons
• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings		Being able to describe their immediate world and environment Can talk about themselves clearly and confidently Can retell simple stories / recounts	Can develop ideas and feelings through sustained talk Can organise what they want to say so that it is clear to the listener Can give descriptions. Recall events / stories / recount experiences with some added detail to engage the listener	Can talk about feelings, thought sand ideas with some detail to make meaning explicit Can present information clearly and in an appropriate form to the listener Can plan and present information verbally selecting the appropriate format and style to match the purpose Can sustain a longer conversation about a given topic

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• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments		Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned	Can show through the contributions made and questions asked that they have followed a conversation	Can summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard
• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas		Begin to offer ideas and suggestions based on what has been heard - for example in response to reading watching an experiment	Develop ideas and expand on these building on what others say Adapt these ideas in light of new information	Offer ideas and support these with reasoning. Be prepared to change this as new information comes to light and refer back to original thoughts providing either further evidence to support ideas or reasons for the change of focus
• speak audibly and fluently with an increasing command of Standard English	Early learning goal – speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own	Can speak clearly when talking in class. Speak in grammatically correct sentences	Can speak to a wider audience e.g whole school in assembly Can adapt speaking style to suit the audience	Can articulate thoughts clearly when presenting to a range of audiences Can adopt a formal / informal tone as appropriate to the situation

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	narratives and explanations by connecting ideas or events.			
• participate in discussions, presentations, performances, role play, improvisations and debates		Know when it is their turn to speak in a simple presentation / discussion Take part in role play to find out about different characters and situations Take different roles in a drama / role play to explore how others felt about a character's actions	Prepare and present information orally Participate in discussions by listening to others and building on from what has been said Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions	Can present information in a variety of ways to a range of audiences Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused Perform to wider audiences combining words, gestures and movement Participate in debates, following appropriate etiquette, and conventions
• gain, maintain and monitor the interest of the listener (s)		Speak clearly so that the listener can hear what is said Organising thoughts into sentences before expressing them Choosing words to add interest or detail	Adapt language, tone and style to suit the purpose of the listener Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener	Be aware of the listener and adapt talk to maintain the listener's interest Express and explain relevant ideas with some elaboration to make meaning explicit Maintain control and effective organisation of a talk to guide the listener Adapt vocabulary, grammar and non-verbal features to maintain listener's interest
• consider and evaluate different viewpoints, attending to and building on the contributions of others		Know that different people have different ideas / responses and recognise that these are as valuable as their own	Take account of the viewpoints of others when building own arguments and offering responses	Refer to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions

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• **select and use appropriate registers for effective communication**		Notice how different speakers talk and consider why this might be the case	Begin to adapt suitable styles of delivery dependent on task / audience Recognise how language choices vary in different situations	Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk