



Progression in Spoken Language Burton Joyce Primary School

| Pupils should be taught to... | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| listen and respond appropriately to adults and their peers | <p>Able to play and listen at the same time</p> <p>Able to listen to and talk about stories with understanding</p> <p>Can listen and understand a story told without pictures or props</p> <p>Listen attentively and respond to what they hear with relevant questions in small and large group</p> <p>To join in and remember songs and rhymes</p> | <p>Participate in discussion about what is read to them, taking turns and listening to others. Listen to a wide range of texts, share and discuss – link to own experiences where applicable.</p> | <p>Take turns and listen to what others say - Develop an understanding of a courteous response, e.g. repeat what others have said, being polite, taking turns, starting with "I think..."</p> <p>Express views about texts. Discuss favourite words.</p> | <p>Take turns and listen to what others say - Build on what others say with own ideas, e.g. "I think... because..."</p> <p>Justify views, with support.</p> | <p>Take turns and listen to what others say – Courteously challenge the ideas of others, e.g. "That's an interesting idea, but I disagree with ... because..."</p> <p>Justify views, accurately and independently.</p> | <p>Listen to the views of others and challenge with counter arguments as appropriate, e.g. "Although..., I disagree with it because..."</p> <p>Select appropriate vocabulary and grammar in responses</p> | <p>Build on all previous skills to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas – challenging views courteously. Building on the conflict of opinion and ideas. Debate confidently, demonstrating good use of language.</p> |
| ask relevant questions to extend their understanding and knowledge | <p>Able to understand a three -part instruction without delay</p> <p>To pay attention and focus for up to 20 mins</p> <p>Can understand the humour in funny stories, rhymes and jokes</p> <p>Can hold a conversation, responding appropriately to others</p> <p>Responds to how and why question</p> | <p>'Pupils should be shown some of the processes for finding out information.' (What is a question and why do we use them? Decide what they want to know and turn it into a question. Explain clearly their understanding of what is read to them.</p> | <p>'Asking and answering questions' (reading comprehension). Ask questions with a specific focus, e.g. about a character. Guiding and supporting children in how to ask a <i>relevant</i> question and where to find answers.</p> | <p>'Asking questions to improve their understanding of a text.' Analysing and applying. Modelling asking questions – how can you find out more?</p> | <p>'Asking questions to improve their understanding of a text.' Becoming more independent – 'expectation that all pupils should take part'. Asking relevant, answerable questions</p> | <p>'Asking questions to improve their understanding.' Create and evaluate questions.</p> | <p>'Asking questions to improve their understanding.' Create and evaluate questions to improve their understanding. Debate and discuss – questioning ideas courteously.</p> |



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| <p>use relevant strategies to build their vocabulary</p> | | <p>Listen to and discussing a wide range of poems, stories and non-fiction. Discuss word meanings, linking new meanings to those already known. Draw on what they already know of background information and vocabulary provided by the teacher. Use role play and writing to consolidate new vocabulary.</p> | <p>Develop vocabulary through retelling a range of stories. Discuss and clarify the meanings of words – linking new meanings to known vocabulary. Discuss favourite words or phrases. Introduce the use of dictionaries. Recognise simple recurring literary language. Use morphology, such as prefixes to work out the meaning of unknown words.</p> | <p>Develop vocabulary effectively through dictionary and thesaurus use. Use knowledge of root words, prefixes and suffixes to work out unknown words.</p> | <p>Develop vocabulary through a wide range of fiction, nonfiction, poetry and plays. Use dictionaries to check the meaning of words read. Consider vocabulary use to indicate shades of meaning. Edit and improve vocabulary choice in writing.</p> | <p>Discuss words and phrases that capture the reader's interest and imagination – discuss authorial intent. Understand nuances of vocabulary choice. Recognise vocabulary appropriate to formal speech. In writing, consider the choice of vocabulary to enhance effect and meaning.</p> | <p>Understand what they read by exploring the meaning of words in context, in an increasingly wider range of text. Discuss and evaluate how authors use language, including figurative language.</p> |
| <p>articulate and justify answers, arguments and opinions</p> | | <p>Link reading to own experiences, predict what might happen next in story, explain deductions, in order to articulate clear answers. Discuss what they have written, explaining reason for choices made. Discuss significance of titles and events. Participate in discussion about what is read to them, taking turns and listening to others.</p> | <p>Listen and express views. Discuss sequence of events and how information is related. Make deductions based on what has been said and done. Discuss favourite words and phrases. Explain and discuss their understanding of books (those read independently and those read to them). Evaluate writing with the teacher.</p> | <p>Understand, discuss and explain the meaning of words. Draw inferences and justify with evidence. Predict from detail and inference. Summarise main ideas. Identify how language, structure and presentation contribute to meaning.</p> | <p>Listen to and discuss a wide range of texts. Predict from details stated and implied. Identify main ideas and summarise. Identify how language is structured and presented. Retrieve and record information from nonfiction.</p> | <p>Continue to discuss wider and more complex literature. Recommend books to peers, giving reasons for choices. Identify and discuss themes and conventions. Make comparisons within and across books. Provide reasoned justifications for their views.</p> | <p>Continue to discuss wider and more complex literature. Base responses on inference and back up with clear evidence. Summarise the main ideas from one than one paragraph and make connections. Explain and discuss understanding through formal presentations and debates, retaining a focus on the topic and building on the contributions of others.</p> |

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| <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> | <p>Can link what they read or hear read to our experiences in order to convey feelings. Familiar with key stories. Explain clearly what is read to them from fiction, non-fiction and poetry. Compose a sentence orally before writing.</p> | <p>Express views. Discuss sequences – re-telling a wide range of stories and information from non-fiction, structured in different ways. Say out loud what they are writing about – encapsulating what they want to say, sentence by sentence. Clarify their understanding of the meaning of words.</p> | <p>Explain inferences – characters' thoughts and feelings. Identify how language, structure and presentation contribute to meaning.</p> | <p>Give well-structured responses to a widening range of texts. Explore texts which are structured in different ways. Compose and rehearse sentences orally. Consider improvements to the structure of responses/presentations. Participate in structured discussions.</p> | <p>Give well-structured responses to a widening range of texts. Provide reasoned justification for their views.</p> | <p>Give well-structured responses to a widening range of texts. Present thoughts and opinions through debate. Draw on inferences and understanding of character motivation to consider extended responses. Draw on themes and conventions to structure responses.</p> |
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| maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | To listen to text and discuss, linking to own experience. Retell stories – maintaining attention to others. Participate in adult-led 1;1 discussions. Take turns and listen to others. Discuss what they have written with the teacher and other pupils. | Listen to others and discuss views – taking turns. Share thoughts and discuss the meaning of words/phrases. Ask and answer questions, staying on topic within small groups situations. Participate in discussions about range of texts, explaining their understanding and listening to the contributions from others. | Ask questions through collaborative conversations in order to improve understanding. Identify the main ideas from a conversation. | Develop use of expression in order to engage the listener. Justify inferences from text and consider the views of others. Participate in discussion about texts and individual words and phrases that capture the reader's interest. | To discuss the success of a range of texts. They should be scaffolded and supported in order to consider the views of others and respond to their comments. Identify and summarise the main ideas from a conversation. | Recommend books they have read to others, presenting an articulate justification and considering the views of others. Provide reasoned justifications of their views. Challenge views courteously through debate skills. Evaluate and summarise within a conversation. |
| use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Develop an understanding of texts by making deductions on the basis of what has been said or done. Predict what might happen, based on what has been read so far. Participate in discussion about what has been read to them. | Develop an understanding of texts, through drawing on information they already know, make deductions based on characters' actions. Ask questions to develop understanding. Discuss and express ideas about a wide range of texts. Recognise that questions can be answered in different ways – to hypothesise, imagine and discuss to explore ideas. | Predict what has been implied, as well as stated, identifying main ideas. Broaden view of the world by exploring and talking. Ask own questions about what they observe and make decisions (e.g. science – what types of scientific enquiry are likely to be the best ways of answering them?). | With support, be confident in using language in a greater variety of situations, for a variety of audiences and purposes, including drama and presentations, as well as discussion. Ask questions to improve understanding. Participate in discussions about texts, events, issues, ideas, etc. in order to further extend thinking. | To independently be confident in using language in a greater variety of situations, for a variety of audiences and purposes, including drama and presentations, as well as discussion. Consider the speculations and hypotheses of others in their responses – building on the ideas of others. | Discuss and evaluate authors' use of language in relation to the impact on the reader. Provide reasoned justifications for their views. Contribute to structured group discussion to further thinking, based on the skills of hypothesising, speculating and imagining – understanding the difference between these skills. |
| speak audibly and fluently with an increasing command of Standard English | Explain clearly an understanding of what has been read to them. Compose sentences orally before writing. Listen to a range of literature – exposure to Standard English. Read aloud own writing, clear enough to be heard by their peers and the teacher. Read aloud accurately from books which are consistent with their developing phonics knowledge. Clearly retell familiar stories. | Read aloud accurately from books which are consistent with their developing phonics knowledge, developing automaticity and without undue hesitation. Reread these books to build up fluency. Read aloud what they have written with appropriate intonation to make the meaning clear. | Listening to and discussing a wide range of literature, being exposed to and using Standard English (modelled by the adult). Preparing poems and playscripts to be read aloud and performed. Orally retelling non stories, with increasing fluency and use of Standard English. | Compose and rehearse oral contributions to maintain the use of Standard English and consider intonation to engage the listener. | Prepare poems and playscripts which will engage the listener. Understand the features of an effective oral contribution – clear, audible and using Standard English. Understand the differences between the language of speech and writing. | Discuss and evaluate oral contributions. Understand the appropriateness of different kinds of talk for a range of audiences and purposes. Perform their own compositions, using appropriate intonation, volume and movement, so that meaning is clear. |

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| participate in discussions, presentations, performances, role play, improvisations and debates | Listen to and discuss a range of texts, discussing links to real life. Taking turns and listening to others. Consider the 'rules' for effective discussion. Learning to appreciate rhymes and poems and to recite. Discuss word meanings. Use role play and improvisation to develop language – try out the language heard. | Range of reading and discussion opportunities within the comprehension PoS. Discussion should be modelled to children. Retell known stories and present what they have written with appropriate intonation. Use role play (using good vocabulary/phrases) and improvisation to develop language and intonation/expression. Develop the use of a range of drama techniques to improve vocabulary. | Participate in discussion based on a widening range of texts. Understand the function of drama techniques to develop understanding. Children use feedback on their discussion, presentation, drama, etc. in order to improve understanding and skills. Children deliver formal presentations for a variety of purposes, situations and audiences. To retell/perform with appropriate intonation, tone, volume and action. | To begin to understand the function of debate and use this as a tool to discuss issues and points of view. Develop, agree on and evaluate the rules for effective discussion. Present their own writing, using appropriate intonations, controlling the tone and volume, so that the meaning is clear. | Understand the difference between debate and discussion. Understand criteria for effective debate, maintaining focus on the subject of the debate. Read aloud a wider range of poetry and texts, at a reasonable speaking pace. Perform poetry and plays which will engage the listener. Summarise and present a familiar story in own words, with increasing fluency. Self-assess and peer-assess spoken language. | Present reasoned and articulate justification for views. Children's confidence, enjoyment and mastery in spoken language should be extended through public speaking, performance and debate. Use debate as a tool to explore an issue – presenting own opinions, whilst anticipating and listening to an opposing opinion, then being able to build a counterargument on this. Self-assess and peer-assess spoken language with increasing confidence. |
| gain, maintain and monitor the interest of the listener(s) | Participate in group discussions about what is read to them, taking turns and listening to what others say. Reread familiar books to build fluency and confidence in retelling in order to maintain the interest of the listener. | Listen, discuss and express views on different texts. Use role-play and drama as an opportunity to 'try-out' language. Recite rhymes and poetry, with appropriate intonation to make the meaning clear. | Increase familiarity with a range of texts – re-tell some orally. Prepare poems and play-scripts to read aloud and perform, showing an understanding of appropriate intonation, tone, volume and action. Discussing words and phrases which capture the listeners' interest and imagination. | Participate in discussions about books read to them as well as books they read for themselves – take turns to contribute and listen to others. Use specific vocabulary with the intention of maintaining the interest of the listener. | Prepare a range oral contributions with a view to maintain the interest of the listener and make the meaning clear. To evaluate whether the audience is listening. | Discuss and evaluate how an author and a speaker use language, including figurative language and interesting vocabulary, considering the impact on the listener. To present oral contributions and gauge the engagement of the audience, using a range of strategies to maintain their interest. |
| consider and evaluate different viewpoints, attending to and building on the contributions of others | Discuss a wide range of poems, stories and nonfiction. Participate in discussion about what is read to them. Discuss the significance of titles and events and predict what might happen. | Discuss and express views about a wide range of text – what is read to them and those read for themselves. Make deduction and predictions – listening to the ideas of others. | Discuss and present views about an increasing range of text. Make predictions based on details which are stated and implied. Listen to the predictions of others and consider own ideas in light of this. | Share a range of viewpoints. Through effective discussion, explore the views presented in order to arrive at a consensus of agreement. | Consider own viewpoint (on a text or issue) and present this opinion. Listen to and consider other (possibly opposing) views and take these into account to consolidate or refine own thinking. | Clearly articulate own viewpoint, whilst anticipating the views of other and presenting counter-arguments against these (through discussion or debate). |
| select and use appropriate registers for effective communication. | Learn to appreciate poetry and recite some by heart. Read aloud and retell, using appropriate expression. Join in with 'performing' familiar/predictable and patterned language in stories. | Use familiar and new punctuation to impact on intonation, e.g. question marks, exclamation marks. Demonstrate the appropriate register for a statement, command, exclamation or question. | Prepare poems and playscripts for performance, showing understanding through intonation, tone, volume and action. Discuss the 'delivery' of words and phrases which will engage the listener. | Read aloud their own writing, to a group, or the whole class, using appropriate intonation and controlling the tone and volume, so that the meaning is clear. Maintain consistent tenses in order to effectively communicate. | Recognise and use the appropriate register for the audience and purpose, e.g. the differences between reading aloud from an increasing range of text to the class, and presenting an opinion about the success of a piece to writing to a friend. | Prepare poems, plays and texts to be performed, showing understanding through intonation, tone and volume, so the meaning is clear to the audience. Discuss and evaluate speakers' use of language in a variety of contexts – apply this success criteria to their own spoken language. |

