

2022-23 Spoken Language Progression

Year R	Listening and Attention	Understanding	Speaking	Self-confidence and self-awareness	Managing feelings and behaviour	Being imaginative
	<p>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.</p>	<p>Children follow instructions involving several ideas or actions. They answer “how” and “why” questions about their experiences and in response to stories or events.</p>	<p>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 narratives and explanations by connecting ideas or events.</p>	<p>Children are confident to say why they like some activities more than others. They are confident to speak on a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p>	<p>They work as part of a group or class.</p>	<p>Children sing songs. Children represent their own ideas, thoughts and feelings through music, role-play and stories.</p>

NC objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and respond appropriately to adults and their peers.	Children can answer simple questions about what they have heard.	Children can respond to questions giving the appropriate amount of detail that the question requires.	Children become increasingly aware of what is and is not an appropriate response when someone else is speaking.	Children's responses become increasingly specific, less focused on adding their own experience or understanding and more about actually responding to what has been said.	Children understand that the way they respond to different people will be different. They can adapt their responses for their audience.	Children understand that different situations require different responses and are able to tailor their responses according to who they are listening to and the context for the discussion (social or working, formal or informal etc).
Ask relevant questions to extend their understanding and knowledge.	Children begin to ask questions although not always at an appropriate	Children can ask questions about their learning. This is modelled by	Children ask questions to develop their understanding of topics as a whole.	Children's questions become increasingly more specific.	Children begin to ask questions which are more critical, challenging	Children ask questions which are specific, in order to develop a more

	time, sometimes talking over others.	the adults in the room.		They ask questions which develop their understanding of subject specific vocabulary.	ideas and opinions.	secure understanding of a particular point being learnt.
Use relevant strategies to build their vocabulary	Children rehearse new words which they are introduced to. They use modelled vocabulary in their own speech.	Children continue to be exposed to new, age appropriate vocabulary and use this in their spoken and written language.	Children begin to associate new vocabulary with different subjects which aids their understanding of the meaning of these words.	Children start to use thesauruses to further build their vocabulary.	Children begin to apply their spelling work on prefixes and suffixes to further build their vocabulary (through word families)	Children use and apply subject specific vocabulary with confidence.
Articulate and justify answers, arguments and opinions.	Children can give their answer to a question and can express their opinion.	Children begin to explain the reason behind answers related to their learning.	Children begin to give reasons for their opinions.	Children can justify their answers, arguments and opinions using because...	Children are able to justify arguments providing examples to support their viewpoint.	Children can provide examples and detailed explanations when articulating and

						justifying answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Children can give a simple narrative or explanation in the form of simple instructions. They can say how they are feeling using learnt emotive vocabulary.	Children begin to add more detail to their descriptions and narratives. Children's explanations are becoming longer. Children can express their feelings and begin to give reasons for why they are feeling this way.	Children begin to order their descriptions, explanations and narratives chronologically or by order of importance. Children can express how they are feeling in an increasingly coherent, controlled manner.	Children are able to apply an increasingly complex vocabulary to their descriptions, explanations and narratives. They are able to express their feelings in response to different stimuli.	Children begin to vary their language according to purpose – recognising that descriptions can be more stylish in their use of vocabulary whereas explanations need to be clear. Children recognise that feelings can be on a spectrum and are able to	Children vary their delivery and use of language according to the purpose of their description, explanation or narrative and also according to their audience. They are able to explain their feelings as well as express them with evidence.

					explain the levels of emotions they feel in response to an event or stimulus.	
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	<p>Children can maintain attention for short periods of adult led activity.</p> <p>Children can initiate comments in response to what the teacher has said.</p>	<p>Children are able to maintain attention for increasing amounts of time.</p> <p>They are able to give answers which stay on topic, offering initial ideas.</p>	<p>Children maintain attention for increasing amounts of time.</p> <p>They actively participate in collaborative conversations in small groups.</p> <p>Children begin to respond to comments by their peers.</p>	<p>Children participate actively in collaborative conversations and working with their peers (supported by an adult)</p> <p>They are able to respond to comments made by their peers although not always appropriately.</p>	<p>Children begin to manage collaborative conversations more independently, trying out different approaches to ensure that everyone is heard and included.</p> <p>Children respond to comments with an increasing awareness of how to do this</p>	<p>Children are able to collaborate with peers independently, using learnt strategies to ensure that they remain on topic and can both initiate and respond to comments.</p> <p>Children are able to respond to the comments of others in both a challenging but</p>

					in a sensitive way.	constructive manner.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Children can make simple predictions about what might happen next in a story. Children use imagination when playing and predicting.	Children can speculate about events and ideas although these are not always fully thought through. Children can make predictions based on what they have read. They are able to talk about what they have done and their ideas for further learning.	Children become increasingly able to make predictions based on their reading – adding further detail and reasoning behind their prediction. They begin to speculate in other subjects about what they think is going to happen.	Children start to add explanations to their hypothesis and speculation. Children use questioning and discussion to explore ideas further.	Children start to use reasoning to inform their hypotheses. Children are more independent in initiating speculation and are able to discuss different opinions and ideas and the merits of these.	Children can use their spoken language confidently to speculate and hypothesise. They do so in detail, explaining fully what they think might happen and support this with evidence.

<p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Children speak audibly but may not be fluent as they continue to develop their ideas once they have started speaking.</p> <p>Growing phonic knowledge helps reinforce standard English.</p>	<p>Children become more adept at forming ideas before speaking which improves fluency of their speech.</p>	<p>Children largely speak Standard English – where this is not yet the case this is challenged.</p>	<p>Children speak audibly and fluently with confidence.</p>	<p>Children begin to experiment with varying their use of standard English according to who they are speaking to and the purpose of their speech.</p>	<p>Children are able to vary their use of Standard English according to the audience and situation with confidence.</p>
<p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Children are able to make simple contributions to adult-led discussions.</p> <p>Children can engage in role play which is child-initiated</p>	<p>Children are able to perform simple lines which have been rehearsed.</p> <p>Children can engage in role play directed by the teacher.</p>	<p>Children are able to discuss in small groups on a given topic and can begin to present the outcomes of their discussion.</p>	<p>Children are able to perform longer pieces with increasing confidence.</p> <p>Children are able to participate in improvisations which are</p>	<p>Children are able to participate in discussions, listening to the ideas of others and building on these.</p> <p>They are able to engage in</p>	<p>Children are able to engage in discussions effectively, building on but also challenging the views of others.</p> <p>They are able to present their</p>

		Children are able to participate in presentations which are teacher directed.	Children are able to engage in role play, considering how to showcase emotions.	<p>guided by an adult.</p> <p>Children can present on a given topic following time to prepare.</p> <p>Children begin to understand the nature of debate</p> <p>Children are adept at using role play as a vehicle for learning.</p>	<p>debate which is led by an adult.</p> <p>Children present and perform with confidence.</p>	<p>understanding in a variety of ways.</p> <p>Children take leading roles in performances and do so with confidence.</p> <p>Children engage in debate, explaining their viewpoint clearly and challenging the views of others courteously.</p>
Gain, maintain and monitor the interest of the listener(s)	Children are able to speak to a group with some interest from the listener.	Children begin to regulate the length of their answers according to the interest of their listener.	Children develop appropriate ways of gaining the interest of the listener.	Children select information to share in order to maintain the interest of their listener.	Children vary their intonation to ensure that their speaking maintains the interest of their listener.	Children recognise when they have the interest of the listener and make thoughtful

						decisions about when to stop talking.
Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Children can listen to different viewpoints held by others.	Children can describe the different viewpoints held by others.	Children can highlight different viewpoints and add my own ideas to those that I agree with.	Children can explain why they agree or disagree with different viewpoints.	Children are able to give reasons why other people might agree and disagree with different viewpoints. Children can build on the contributions of other people both to agree and challenge.	Children are able to give reasons for different viewpoints held by others. Children can build on the contributions of other people being specific in what they are adding to.
Select and use appropriate registers for effective communication.		Children begin to understand that there is a difference in the way they speak to friends and the way they speak	Children can adapt their choice of register for when talking in social situations and when talking to	Children begin to use different registers for different contexts – social settings, presentations, performances.	Children further their use of different registers to extend to when they are communicating with children	Children are independently able to select the appropriate register to use in most circumstances.

		to adults at school.	adults in a learning environment.		younger than themselves and according to the formality of the situation.	
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