



Carr Hill Community Primary School
Spoken Language Progression

The development of spoken language is vital to pupils and underpins not only reading and writing, but all other areas of the curriculum and children’s development cognitively, socially and emotionally. The quality and variety of language that children are exposed to affects vocabulary and grammar and ultimately has an impact on their understanding of reading and writing.

At Carr Hill Community Primary School, we ensure that all classrooms are vocabulary-rich environments and are endeavouring, through spoken language as well as written, to close the vocabulary gap where it is present in children.

The following document outlines the expectation of progression throughout the school. It is based on the following expectations set out in the **National Curriculum**

Children should be taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

EYFS progression is taken from ‘Birth to 5’ and the ‘Early Learning Goals’

Listen and respond appropriately to adults and their peers. (Listen for periods appropriate to their age i.e. maximum period (in minutes) of child’s age + 1)

Nursery	RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
<p>Listens with interest to the noises adults make when they read stories</p> <p>Listens to others in one-to-one or small groups when conversation interests them</p> <p>Listens to familiar stories with increasing attention and recall</p> <p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</p>	<p>ELG: Listening, Attention and Understanding</p> <p>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 interaction</p>	<p>*Demonstrates attentive listening and can express simple views on a subject.</p> <p>*Consistently understands simple 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop. *Note understanding of routine and nonroutine instructions</p>	<p>Listens to others and is beginning to summarise some of the main points.</p> <p>*Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why</p>	<p>Listen and respond to others making connected comments and is beginning to extend the points made by others.</p>	<p>Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates</p>	<p>Listen and respond to others and make contributions which add challenge to ideas e.g. poses thoughtful alternatives that extend peers’ thinking.</p>	<p>Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. *Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious.</p>

Ask relevant questions to extend their understanding and knowledge. (in structured/teacher-led tasks and activities)

Nursery	RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
<p><i>Understanding:</i> Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)</p> <p>Beginning to understand why and how questions</p> <p><i>Speaking:</i> Beginning to ask simple questions</p> <p>Uses a variety of questions (e.g. what, where, who)</p>	<p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Understands questions such as who; why; when; where and how</p> <p>ELG: Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding</p>	<p>Will extend their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...?</p>	<p>Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did...?</p>	<p>Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc</p>	<p>Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately.</p>	<p>Is able to pose increasingly thoughtful questions to both their peers and to adults.</p>	<p>Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.</p>

Use relevant strategies to build their vocabulary.

Nursery	RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
<p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)</p> <p>Learns new words very rapidly and is able to use them in communicating</p>	<p>Able to use language in recalling past experiences</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>Select specific words to make the meaning clearer. e.g. "I'm going to play with the red spotty ball and then the blue one."</p>	<p>Ask for the meaning of unknown words. *Use newly introduced topic words appropriately in a sentence</p>	<p>Use newly introduced topic words and more adventurous vocabulary appropriately</p>	<p>Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. e.g. "I used sprinted instead of ran because it tells you more."</p>	<p>Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates</p>	<p>Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument.</p>

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Nursery	RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
Uses language to share feelings, experiences and thoughts	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events ELG: Speaking 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	Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing	Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts e.g. I liked this because	Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts e.g. I liked this because...It reminded me of...	Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons	Presents information or personal feelings coherently selecting memorable details including specific vocabulary.	Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Nursery	RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
Listens with interest to the noises adults make when they read stories Single channelled attention: can shift to a different task if attention fully obtained – using child’s name helps focus Listens to others in one-to-one or small groups when conversation interests them	Focusing attention – can still listen or do, but can change their own focus of attention May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span ELG: Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others.	Can sustain the attention of the listener e.g. will use eye gaze and ask questions to involve and engage others.	Can keep talk purposeful and stay on topic and is beginning to use gestures and intonation to further meaning.	Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures	Will stay on topic and is beginning to be more selective about how much and which details to include in order to keep the listener interested. (*Note: the listener may not always be willing/on task even though the speaker exhibits all of the above)	Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect)

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Nursery	RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle	Uses language to imagine and recreate roles and experiences in play situations Introduces a storyline or narrative into their play	Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation	Will express characters’ thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences.	Is able to explore and imagine feelings within both story and real life settings. Will express views and feelings and is showing the confidence to speculate on a range of possible outcomes	Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).	Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect.	Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations

Speak audibly and fluently with an increasing command of Standard English.

Nursery	RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
<p>Beginning to put two words together (e.g. Want ball, More juice)</p> <p>Uses longer sentences (e.g. Mummy gonna work)</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Beginning to use a range of tenses</p>	<p>Links statements and sticks to a main theme or intention</p> <p>ELG: Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	<p>Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities')</p>	<p>*Use speech that is consistently easy to understand and clear. *use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when</p>	<p>Speaks clearly using more sophisticated language to explain, justify and relay information.</p>	<p>*Can speak clearly and fluently about a range of events. *Uses complex sentences to communicate clearly and explain further</p>	<p>Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc.</p>	<p>Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations.</p>

Participate in discussions, presentations, performances, role play, improvisations and debates.

Nursery	RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
<p>Listens to others in one-to-one or small groups when conversation interests them</p> <p>Holds a conversation, jumping from topic to topic</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Introduces a storyline or narrative into their play</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>ELG: Comprehension (Literacy) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Use character voices in context.</p> <p>Contributes appropriately to discussions making comments relevant to the topic (at times response can be egocentric but with prompts will return to topic)</p>	<p>*Is able to work in role and take on some of the characteristics and/or the voice of the character being played. *Will extend simple roles by expressing emotions</p> <p>Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary.</p>	<p>Can create and sustain a role for longer periods adding greater detail to a role/character</p> <p>Is able to present and structure information in different ways.</p>	<p>Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement</p> <p>Presents information in a structured way and is able to use specific vocabulary.</p>	<p>Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation.</p> <p>Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific</p>	<p>Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively</p> <p>Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context.</p>

Gain, maintain and monitor the interest of the listener(s).

Nursery	RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
<p>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p>	<p>Links statements and sticks to a main theme or intention</p> <p>Talks more extensively about things that are of particular importance to them</p>	<p>Will vary their voice for effect e.g. "I really want a dog for Christmas."</p>	<p>Will change their voice and use expression to engage the listener and keep them interested.</p>	<p>Can explain ideas in a manner appropriate to the listener.</p>	<p>Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener.</p>	<p>Understands the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab the listener's attention</p>	<p>Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience.</p>

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Nursery	RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
<p>Responds to instructions with more elements</p>	<p>Listens and responds to ideas expressed by others in conversation or discussion</p>	<p>Responds to what they hear with relevant comments</p>	<p>Recognises that there are other viewpoints. Make a simple comment in response to others' viewpoints and say whether they agree or disagree and why</p>	<p>Can listen to others' views and preferences, agree next steps to take, and consider alternatives e.g. "That didn't work. Why don't we try...?"</p>	<p>Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why</p>	<p>Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others</p>	<p>Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.</p>

Select and use appropriate registers for effective communication.

Nursery	RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
<p>Developing understanding of simple concepts</p>	<p>Beginning to understand humour, e.g. nonsense rhymes, jokes</p>	<p>Uses a more formal tone with the adults in school.</p>	<p>Knows that they need to use different styles of talk with different people e.g. friends (yeah, nice one, na) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc</p>	<p>With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor, presenting an argument to persuade the Head Teacher, expressing an opinion in a debate</p>	<p>In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.</p>	<p>Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly</p>	<p>in a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal</p>