

Spoken Language Progression

EYFS Development Matters - Communication and Language

Birth to 3 years

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context – 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.
- Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Make themselves understood, and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w.
- Pronounce:- l/r/w/y - s/sh/ch/dz/j- f/th - multi-syllabic words such as 'banana' and 'computer'
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

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EYFS Development Matters - Communication and Language

**3-4
years**

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’

- Develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.

- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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EYFS Early Learning Goals

ELGs

Communication and Language

Listening, Attention & Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- 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.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word Reading

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Personal, Social and Emotional Development

Self-regulation

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self

- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Expressive Arts and Design

Creating with Materials

- Share their creations, explaining the process they have used.

Being imaginative and expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Understanding of the World

Past and Present

- Talk about the lives of the people around them and their roles in society

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Spoken Language Progression

	Chris Quigley Milestones	National Curriculum PoS Y1 –Y6
Year 1	<p><u>To listen carefully and understand</u></p> <ul style="list-style-type: none"> • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point. <p><u>To develop a wide and interesting vocabulary</u></p> <ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. • Identify homophones. <p><u>To speak with clarity</u></p> <ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • Identify syllables within words. 	<p>Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> •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
Year 2	<p><u>To tell stories with structure</u></p> <p>Ensure stories have a setting, plot and a sequence of events.</p> <ul style="list-style-type: none"> • Recount experiences with interesting detail. • Predict events in a story. • Give just enough detail to keep the audience engaged. <p><u>To hold conversations and debates</u></p> <ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Vary language between formal and informal according to the situation. • Add humour to a discussion or debate where appropriate. 	

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Year 3	<p><u>To listen carefully and understand</u></p> <ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation. <p><u>To develop a wide and interesting vocabulary</u></p> <ul style="list-style-type: none"> • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. <p><u>To speak with clarity</u></p> <ul style="list-style-type: none"> • Use verbs with irregular endings. 	<p>Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> •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
Year 4	<ul style="list-style-type: none"> • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. <p><u>To tell stories with structure</u></p> <ul style="list-style-type: none"> • Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out. <p><u>To hold conversations and debates</u></p> <ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others’ points of view. • Respectfully challenge opinions or points, offering an alternative. 	

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Year 5	<p><u>To listen carefully and understand</u></p> <ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Recognise and explain some idioms. • Understand irony (when it is obvious). <p><u>To develop a wide and interesting vocabulary</u></p> <ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. <p><u>To speak with clarity</u></p> <ul style="list-style-type: none"> • Vary the length and structure of sentences. 	<p>Spoken language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •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
Year 6	<ul style="list-style-type: none"> • Ask questions and make suggestions to take an active part in discussions. • Comment on the grammatical structure of a range of spoken and written accounts. <p><u>To tell stories with structure</u></p> <ul style="list-style-type: none"> • Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story being told. • Interweave action, character descriptions, settings and dialogue. <p><u>To hold conversations and debates</u></p> <p>Negotiate and compromise by offering alternatives.</p> <ul style="list-style-type: none"> • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. 	<ul style="list-style-type: none"> •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

Spoken Language Y1 – Y6

National Curriculum Notes and guidance (non-statutory)

These statements apply to all years.

The content should be taught at a level appropriate to the age of the pupils.

Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.

They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class.

Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.