



Progression of Skills in Spoken Language

At Cobbs Brow Primary School, we communicate with spoken language when we use our skills...

	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Attention	<ul style="list-style-type: none"> -Show awareness of how to listen carefully and why listening is important. -Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. -Maintain attention when listening to an adult in a range of situations, e.g. <i>listening to a story, small group discussions.</i> -Maintain attention when listening to peers in a range of situations, e.g. <i>paired talk, guided sessions, circle time games.</i> 	<ul style="list-style-type: none"> ☑ Listen and maintain attention to an adult in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> ☑ Listen and maintain attention to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i> 	<ul style="list-style-type: none"> ☑ Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> ☑ Sustain concentration and listen to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i> 	<ul style="list-style-type: none"> ☑ Listen and retain key points from a range of situations, e.g. <i>information relayed via a visitor visitor, key events in a narrative plot, key details of a film clip through close listening or viewing.</i> ☑ Listen to peers and retain key points in a range of situations, e.g. <i>following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc.</i> ☑ Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others perform a playscript, persuasive advert or poem.</i> ☑ Listen and consider viewpoints from adults and peers, e.g. <i>different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science, or using historical evidence to identify a point of view.</i> 	<ul style="list-style-type: none"> ☑ Listen and evaluate how spoken language varies in different contexts according to purpose and audience, e.g. <i>in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i> ☑ Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc.</i> ☑ Listen and evaluate viewpoints from adults and peers, e.g. <i>identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum.</i> 		
Understanding	<ul style="list-style-type: none"> -Understand and follow a simple set of instructions. -Understand simple requests, e.g. <i>Pass me the scissors please.</i> -Understand and respond to questions in different contexts, in response to stories, non-fiction, predictable interests, events and themes. 						
Standard English		<ul style="list-style-type: none"> Speak in complete sentences linked to the context. ☑ Use past, present and future tense, orally, e.g. <i>past tense when recounting an event, present tense when working in role, and future tense when making a prediction.</i> 	<ul style="list-style-type: none"> Speak in complete sentences in a range of different contexts. ☑ Use <i>past tense, present tense and future tense mostly accurately, e.g. past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an</i> 	<ul style="list-style-type: none"> Use Standard English verb inflections when speaking, e.g. <i>-I was</i> <i>-we were</i> <i>-they are</i> -Use conjunctions <i>and, but, because, when, before, after, if, so, as, while, since, although</i> during talk to extend ideas in narrative and non-fiction, using speaking frames to support, e.g. <i>-When the Romans arrived in Britain, they...</i> <i>-Since 43AD, ...</i> <i>-If the character...</i> 	<ul style="list-style-type: none"> ☑ Use correct Standard English when speaking in informal contexts. ☑ Select and use appropriate registers for effective communication in a range of contexts, e.g. <i>non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive speeches or journalistic reporting.</i> 		

		Use joining words during talk to extend ideas, e.g. <i>and, but, or, because, so.</i>	<i>audience, and future tense when making a prediction in science.</i> Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i>	Use a range of sentence starter prompts in narrative and non-fiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas. Use speaking frames to support, e.g. -Before long, ... -Soon after, ... -As the sun was setting over the hills, ... -Across the rooftops, ...	Use cohesive devices for narrative and non-fiction during talk to organise ideas, using speaking frames to support, e.g. <i>-First of all, ...</i> <i>-In addition to...</i> <i>-On the other hand, ...</i> <i>-Similarly, ...</i>
Speaking	<p>-Speak clearly in full sentences.</p> <p>-Begin to speak in complete sentences using past, present and future tense when talking about themselves, activities, ideas and events.</p> <p>-Take turns in conversations taking into account the listener.</p> <p>-Use the joining words <i>and/because</i> during talk to extend ideas.</p> <p>-Use talk to clarify thinking and express their ideas and feelings.</p> <p>-Orally describe events in some detail to peers or adults</p> <p>-Orally recall events and narratives in the correct sequence, using their own words and pictures to support.</p> <p>-Ask questions to find out more and check Understanding of what has been said to them.</p>	<p>☑ Respond appropriately to adults after listening attentively.</p> <p>Respond appropriately to peers after listening attentively.</p> <p>Respond appropriately to questions posed by an adult, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, e.g. <i>Where does the character live in the story?</i></p> <p>Ask questions to clarify thinking using <i>who, what, where, when, why</i> and <i>how</i>.</p> <p>Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class.</p> <p>Provide simple oral explanations, e.g. <i>explaining a simple process using the joining word because.</i></p> <p>Speak audibly when communicating with others in pairs and small groups.</p>	<p>☑ Respond appropriately to adults after listening with sustained concentration.</p> <p>Respond appropriately to peers after listening with sustained concentration.</p> <p>Respond appropriately to questions posed by an adult and peers, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, e.g. <i>Why did the character behave that way?</i></p> <p>☑ Ask a range of appropriate questions to clarify thinking related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking,</p> <p>Take turns when speaking with adults and peers, working with pairs, small groups, large groups, as a whole class, and respond appropriately to contributions from others.</p> <p>Provide oral explanations, e.g. <i>explaining a simple process using the joining words because, when, if, so.</i></p> <p>Speak audibly when communicating with others in pairs, groups and whole class.</p>	<p>☑ Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration.</p> <p>Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration.</p> <p>Respond to questions posed by an adult or peer, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and ask further relevant questions to extend understanding and knowledge.</p> <p>Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge.</p> <p>Take turns when making contributions and responding to others, in a variety of group situations, e.g. <i>discussions and debates.</i></p> <p>Provide oral explanations, extending with additional details, e.g. <i>hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc.</i></p> <p>Speak audibly and fluently when communicating with others in pairs, groups and whole class situations.</p>	<p>☑ Discuss and analyse how spoken language is used within different contexts according to purpose and audience, e.g. <i>in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i></p> <p>☑ Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers.</p> <p>☑ Ask a range of appropriate questions to clarify and refine thinking.</p> <p>☑ Participate in discussions and debates building on their own and others' ideas, challenging views courteously.</p> <p>☑ Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', e.g. <i>How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?</i></p> <p>Speak with appropriate volume and fluency maintaining the attention of others.</p>
Vocabulary	<p>-Learn and understand selected new vocabulary.</p> <p>-Use recently introduced vocabulary orally in discussions.</p> <p>-Talk about and discuss familiar events or characters in stories, non-fiction, rhymes and</p>	<p>Introduce and explore new vocabulary orally, e.g. <i>linked to real life contexts, stories, non-fiction, poetry and across the curriculum.</i></p> <p>☑ Describe settings orally using vocabulary provided.</p> <p>☑</p>	<p>Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, non-fiction, poetry and across the curriculum.</i></p> <p>Describe settings orally using vocabulary provided, and</p>	<p>☑ Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum.</p> <p>☑ Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</p> <p>☑</p>	<p>☑ Introduce, explore and evaluate new vocabulary orally, e.g. <i>author's choice of language in texts, technical vocabulary etc.</i></p> <p>☑ Explore settings and characters orally, and select precise vocabulary to create well-structured descriptions.</p> <p>☑</p>

	poems using newly taught vocabulary.	Describe characters orally using vocabulary provided. ☐ Describe feelings orally using vocabulary provided, e.g. <i>Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends.</i>	modelled by an adult and selected from a text. ☐ Describe characters orally using vocabulary provided, and modelled by an adult and selected from a text. ☐ Describe feelings orally using vocabulary provided, and modelled by an adult, and selected from a text, e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast.</i>	Describe characters orally, using precise vocabulary(verbs, nouns and adjectives)selected from a text and/or generated via discussion. ☐ Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. <i>use a thesaurus to explore appropriate synonyms from which to select</i>	Express feelings orally and select precise vocabulary to articulate an opinion, e.g. <i>linked to PSHE or English.</i>
Participating, Presenting and Performing	-Orally retell as a whole class and in small groups, simple stories and rhymes using strategies such as pictures, actions, small world figures and props. -Orally retell as a whole class and in small groups, a modified version of a known story or rhyme using pictures, actions, small world figures and props. -Take part in imaginative role play, linked to a familiar context, in roleplay areas, and using small world figures and props. -Perform rhymes and songs to an audience.	Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. <i>small world figures, props, images, actions and story maps.</i> Orally retell simple non-fiction texts(instructions, recounts or information), using a range of strategies, e.g. <i>small world figures, props, images, actions and text maps.</i> Participate in role in English and across the curriculum, e.g. <i>take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone.</i> Take part in imaginative role play, e.g. <i>linked to familiar contexts in role play areas, by using small world props and figures, or miming events.</i> Recite rhymes and poems byheart and perform to an audience, e.g. <i>different groups or another class.</i> ☐ Present simple information to an audience. Read and perform stories using a voice with an	☐Orally retell a range of stories using various strategies, e.g. <i>props, images, actions and story maps.</i> Orally retell non-fiction texts, or sections of non-fiction texts(instructions, non-chronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freezeframing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events.</i> Take part in imaginative roleplay, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of an explorer in history.</i> Learn and recite a range of poems by heart and perform to an audience, e.g. <i>different groups, another class, whole school.</i> Prepare stories to perform using an appropriate volume and	Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. <i>props, images, actions and story maps.</i> Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference.</i> Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.</i> Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. <i>different groups, another class, whole school.</i> Use non-verbal gestures whilst presenting and performing to gain the audience's interest.	Prepare oral retellings of identified sections of stories(or innovated/invented versions) in order to perform to an audience. Prepare oral retellings of non-fiction texts/sections of non-fiction texts (or innovated/invented versions) in order to perform to an audience. Participate in role in English and across the curriculum, e.g. <i>paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a chat show etc.</i> Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience. Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.

		appropriate volume, e.g. <i>a child's own story.</i>	begin to show variations in the voice to engage an audience. Begin to use non-verbal gestures whilst presenting and performing to gain the audience's interest, e.g. <i>using hands, face or other parts of the body.</i>		
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