Spoken Language Progression (Years 1-6)

Spring 2017

The National Curriculum (NC) states in its introduction that, '*Teachers should develop pupils' **spoken language**, reading, writing and vocabulary as integral aspects of the teaching of **every** subject.*' It recognises that '*fluency in the English language is an essential foundation for success in all subjects*', and the programme of study sets out twelve statutory requirements (see overleaf) to be taught during key stages one and two. The statements apply to all year groups, and the NC states that '*the content should be taught at a level appropriate to the age of the pupils*'.

This document provides guidance on the progression of skills in Spoken Language from years 1 to 6 and is designed to support planning across all National Curriculum subject areas.

Each of the twelve statutory bullet points have been broken down into the following headings at an age appropriate level:

- Listening and Responding
- Questioning
- Oral Rehearsal/Presenting
- Vocabulary
- Talking with others

Spoken language requirements from across all curriculum subjects and programmes of study have been included. Therefore, all statutory requirements for Spoken Language can now be found in one place. This document has also been cross-referenced against other HfL documents such as the 'Working Mathematically Reasoning' to ensure consistency.

NB In order to provide oral preparation for key elements of the Grammar Programme of Study, aspects of grammar will be introduced in the preceding year.

PA Plus

Herts for Learning

NATIONAL CURRICULUM 2014 STATUTORY PROGRAMME OF STUDY - SPOKEN LANGUAGE YEARS 1-6

Pupils 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.

Herts for Learning

YEAR 1	
Listening and Responding	**Oral Rehearsal/Presenting**
- maintains eye contact - listens with periods of sustained concentration - demonstrates active listening by the detail provided when responding to and answering questions - takes some account of other speakers' comments, e.g. in paired work - listens to and follows 2 to 3 part instructions in familiar contexts - uses single clause sentences and multi-clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because') to help explain or justify an event - some developmental grammatical features remain in everyday talk, e.g. past tense formation, plurals ('wented', 'mouses') - usually keeps to a topic and can be easily prompted to move on if required - demonstrates some interaction with speaker by adding to shared ideas - describes a problem in their own words - uses talk rather than actions to resolve a problem	- occasional changes to language according to speaking partner(s), e.g. family and friends, teachers, others - joins in with repetitive refrains - recites poetry by heart - orally rehearses in preparation for writing - re-tells familiar stories using story language - recounts personal experiences with some detail - role-plays to explore characters and the language they use - reading aloud is audible for the listener - speaks clearly with occasional errors when reporting own and others' views to the class
	Talking with others
	- takes turns in group conversations - understands agreed group discussion guidelines - sometimes expresses a view/opinion
Questioning	**Vocabulary**
- asks questions to find out specific information including 'How' and 'Why' - answers simple 'How' or 'Why' questions - answers justified using the word 'because' - when prompted, draws on observations, ideas and simple secondary sources to suggest answers to questions - raises and answers questions linked to topics of interest/study or to personal experience - when prompted, poses 'What if?' questions during practical problem solving opportunities	- increases vocabulary using words provided by adults, discussions and environmental stimuli - discusses word meanings - develops synonyms for existing vocabulary - uses sequencing language to order events - with support uses comparative language to describe changes, patterns and relationships - uses some technical terminology across the curriculum

YEAR 2	
Listening and Responding	**Oral Rehearsal/Presenting**
- listens with periods of sustained concentration when more than one person is speaking - recalls and conveys simple information clearly - makes comments when the detail provided is unclear - listens attentively in discussion by following up points - listens to and follows 2 to 3 part instructions - keeps to a topic - considers and offers alternative viewpoints - some development of speaker's main ideas through e.g. repetition, paraphrasing and questioning - explains their preferences/choices - generally sequences talk to help the listener - extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after	- uses verb tenses/forms increasingly accurately for spoken standard English - retells a range of stories using some of their own words - recites poetry by heart with appropriate intonation to make the meaning clear - orally rehearses planning and writing - experiments with a variety of levels of formality when talking with different people - speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud - speaks clearly and audibly to a group - sometimes uses voice, gesture or movement, in role play and improvisation - appropriately responds to others in role helping to sustain the scenario - talks about what they have found out and how they have found it out
	Talking with others
	- takes turns and occasionally asks questions as well as offering ideas - under guidance, follows agreed group discussion guidelines - occasionally begins a group discussion
Questioning	**Vocabulary**
- asks questions for clarification and understanding (linked to age related context) - questions asked relate to the learning - asks and answers questions to aid problem solving - answers justified using evidence from the context - poses 'What if?' questions during practical problem solving opportunities	- uses comparative language to describe changes, patterns and relationships - increases vocabulary using words provided by adults, discussions and environmental stimuli - discusses and clarifies word meanings, including favourite words and phrases - begins to select appropriate synonyms - uses some technical terminology accurately and precisely across the curriculum

YEARS 3 & 4	
Listening and Responding	**Oral Rehearsal/Presenting**
- sustains listening to a variety of sources, making notes if required - focuses listening on main source by tuning out of distractions - listens to key information and makes relevant, related comments - demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation - follows longer instructions that are not familiar - builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others - demonstrates increased clarity and precision of ideas e.g. through the use of relative clauses - explains or gives reasons for their views or choices - may introduce some new material or ideas - adds detail or leaves information out according to how much is already known by the listener - provides critical feedback constructively - explains a process ensuring ideas are clearly sequenced	- shows an awareness of spoken standard English required for formal contexts - reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action - uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue) - begins to adapt register in response to changing context and audience, e.g. switching between talk to friends and to school visitor - performs stories and poems, identifying appropriate expression, tone, volume and use of voices - participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates - reports on findings from investigations (e.g. maths and science)
	Talking with others
	- follows agreed group discussion guidelines - works in groups with minimum supervision - follows up others' points and shows whether they agree or disagree in a whole-class discussion - makes generally relevant comments which add to ideas or suggests alternatives
Questioning	**Vocabulary**
- sometimes develops speaker's main ideas through questioning - asks questions for clarification and understanding (linked to age related context) - poses 'What if?' questions that may change the outcome or direction of the problem - poses and answers questions that will help make sense of a problem - asks and answers questions using modal verbs and adverbs to indicate degrees of possibility - when answering, refers back to and rephrases evidence from the context	- builds a varied and rich vocabulary with greater independence - discusses and clarifies word meanings including homonyms which depend on context - considers shades of meaning when discussing synonyms - links events using a wider range of conjunctions and adverbs - uses technical terminology accurately and precisely across most areas of the curriculum

YEARS 5 & 6	
Listening and Responding	**Oral Rehearsal/Presenting**
- maintains interest and attention when listening to a variety of complex and sometimes challenging ideas/sources: determining key information - demonstrates attentive and sustained listening by building on others' ideas by agreeing or disagreeing - recognises specific points from the speaker that are then challenged courteously for greater clarity/detail/accuracy - incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener - demonstrate connections with other ideas and draws on different points of view when responding - anticipates the listener's response and makes use of counter arguments - expresses ideas and feelings with clarity and precision - uses a variety of ways to criticise constructively and respond to critique	- generally selects spoken standard English appropriately with few exceptions - effectively uses intonation, tone, volume and action when speaking or performing publically so that meaning is clear to the audience - presents findings from enquiries, including conclusions, causal relationships and results - some deliberate shaping of talk for listener, with variation in emphasis or gesture for clarity and effect - presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language
	Talking with others
	- builds on their own and others' ideas and challenges views courteously - sustained contributions draw ideas together and promotes effective discussion - influences direction of talk - negotiates and makes decisions taking account of alternatives and consequences
Questioning	**Vocabulary**
- develops own lines of enquiry - deepens understanding by questioning the given information - questions introduce new ideas/material - supports others to develop their understanding through questioning - understands which questions will develop learning / understanding - when answering, refers to evidence and communicates ideas with precision/clarity for given audience	- builds a varied and rich vocabulary, includes constructions used for formal language - discusses and clarifies word meanings, uses a wider range of synonyms precisely and effectively - selects appropriate synonym according to audience and purpose - incorporates a varied and rich vocabulary from a wide range of written and oral contexts - uses a range of cohesive devices to link ideas - uses technical terminology accurately and precisely across the curriculum - debates specific points effectively and maintains a focus on the topic