



## Progression Map: Spoken Language 2024

<b>Statutory requirements</b> <b>Y1 – Y6</b>	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers.</li> <li>ask relevant questions to extend their understanding and knowledge.</li> <li>use relevant strategies to build their vocabulary.</li> <li>articulate and justify answers, arguments, and opinions.</li> <li>give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings.</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play/improvisations and debates.</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>select and use appropriate registers for effective communication</li> </ul>					
<b>Strand</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Listening</b>	Listen to the teacher and ignore other noises	Find the most important parts in a spoken question.	Listen carefully and follow instructions	I can listen and summarise what has been asked.	I can listen to complicated information, know the important parts and respond to it.	Listen to and consider the opinions of others, modifying view when needed.
	What may this look like? <i>Knowing how to listen for specific sounds.</i> <i>The ability to follow instructions in class.</i> <i>Teaching 'active listening'.</i> <i>Responding to ideas of others, peer feedback and summarising.</i> <i>Identifying key points.</i> <i>Asking each other to challenge or elaborate.</i>					
<b>Questioning</b>	Find things out by asking how and why questions.	I can ask for help when I don't understand something and explain why I didn't understand it.	Ask questions that are relevant to the ongoing learning in the class.	Ask questions to clarify or develop understanding.	I can ask questions that are responsive to other ideas and views.	I can ask a specific question to further my understanding.



	<p>What may this look like?</p> <p>Excite curiosity to encourage engagement and the desire to find out more through questions.</p> <p>Providing children with question stems.</p> <p>Specific opportunities in class for children to ask questions.</p> <p>Incorporate questioning as part of introduction to topics.</p> <p>PSHE, Collective worship and religion sessions- children can consider thoughtful and meaningful questions.</p> <p>Coverage of open, closed and rhetorical questions.</p>					
Vocabulary	Use appropriate vocabulary to describe their immediate world and feelings.	Talk about words that look or sound the same and talk about words that have the same meaning.	Use new topic vocabulary when communicating and in written work.	Use learnt vocabulary in day-to-day talk.	I am happy to use new vocabulary on a regular basis in my everyday speech.	Engage listening through choosing appropriate vocabulary and register that is matched to the context.
	<p>What may this look like?</p> <p>Valuing vocabulary within the classroom.</p> <p>Identifying vocabulary that is purposeful and progressive.</p> <p>Teaching new vocabulary explicitly and using the word in context.</p> <p>Opportunities for children to apply new vocabulary.</p> <p>Word mats, word walls, word aware display, knowledge organisers.</p>					
Standard English	Start stories using 'Once upon a time...' or 'One day...'	Tell stories that are easy to understand.	Use past/present tenses correctly in their spoken language.	Work at eliminating common errors in my day-to-day speech.	I know that when I am writing and answering questions I should be using correct standard English.	Recognise that there are different registers of formal language that are appropriate for different situations.
	<p>What may this look like?</p> <p>Encouraging children to expand on their answers in all subject areas.</p> <p>Give their opinions and justify them.</p> <p>Using proper English in their speech.</p> <p>Building descriptive vocabulary.</p> <p>The ability to be clear and concise, selecting the key information.</p> <p>Confident articulation, having an awareness of their audience.</p>					
Communicating	Join sentences using 'and'.	Use 'because' or 'when' to make sentences longer.	Knowing when to listen and when to talk, when communicating.	Listening carefully and adding to a conversation.	I know how to engage the listener by varying expression and vocabulary.	Sustain and argue a point of view in a debate using formal language of persuasion.



	<p>What may this look like?</p> <p>Teacher modelling eye contact, expression and use of language effectively.</p> <p>Giving explanations for their opinions.</p> <p>Excite curiosity to encourage engagement and the desire to find out more through questioning.</p> <p>Creating discussion rules together.</p> <p>Games to practice the skill of turn taking.</p> <p>Visual prompts on display to spark conversation.</p> <p>Consistent use of talk partners and group discussion.</p>					
Fluency	Say word with up to 3 syllables clearly.	Say word with up to 4 syllables clearly.	Say polysyllabic words clearly.	Confident to join in a group discussion without being prompted	I am happy to talk at length about a topic being looked at in class.	Perform their composition, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
	<p>What may this look like?</p> <p>Children being able to communicate clearly, at a level appropriate to their age.</p> <p>Adults modelling full sentences that are grammatically correct: language role models.</p> <p>Making appropriate contributions to class discussions, directly related to what the teacher has asked.</p> <p>Structuring an argument for a debate, giving reasons.</p> <p>Reading fluency: taking note of punctuation, pitch, pace, expression.</p>					
Describing/Articulating	Make sentences about what is happening now, what has happened and what will happen.	Listen carefully in a group and take turns in a discussion.	Justify reasoning to others.	Explain response to a given situation.	I can use descriptive language to talk about my ideas.	Express possibilities using hypothetical and speculative language.
	<p>What may this look like?</p> <p>Opportunities for children to give their own views and explain why: formal discussion.</p> <p>Building descriptive vocabulary.</p> <p>Using inclusive strategies (KAGAN) for class discussion to encourage all children to stay on task.</p> <p>Opportunities to present projects or topic work to the class.</p>					
Exaggerating/Emphasising	Use expression that others may be using.	Use expression when telling a story.	Exaggerate to emphasise a point being made.	Making it clear if they agree or disagree to a given point.	I can use persuasive language when presenting my thoughts and ideas.	Making deliberate choices about how to convey ideas about characters, contexts, and atmosphere.



What may this look like?

Performance poetry.

Opportunities to develop skills for debates around topics children are familiar with.

Understanding language changes for different situations.

Modelling tone where appropriate.

Opportunities to speak to different adults and audiences in school.