

# Spoken Language Progression Document 2022 - 2023

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Responding	<ul style="list-style-type: none"> <li>• Listen to others one to one or in small groups when a conversation interests them/ (30-50 months)</li> <li>• Focus attention - still listen or do, but can shift own attention. (30-50 months)</li> <li>• Follow firstions (if not intently focussed on own choice of activity). (30 - 50 months)</li> <li>• Maintain attention, concentrate and sit quietly during appropriate activity (40-60 months)</li> <li>• Develop 2-channelled attention - can listen and do for short span. (40-60 months)</li> <li>• Understand humour, e.g. nonsense rhymes, jokes (40-60 months)</li> <li>• Follow a story without pictures or props (40-60 months)</li> <li>• Listen attentively in a range of situations (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 minutes.)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 7 - 8 minutes.)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 7 - 8 minutes of class discussion.)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 10 minutes of class discussion.)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 10 minutes of class discussion.)</li> </ul>
Asking and answering Questions	<ul style="list-style-type: none"> <li>• I can begin to understand 'why' and 'how' questions (30 - 50 months)</li> <li>• I can question why things happen and give explanations. Ask who, what, when and how. (30 - 50 months)</li> <li>• Comment and ask questions about aspects of their world, such as the place where they live or the natural world (30 - 50 months).</li> <li>• Ask appropriate questions of others (40 - 60 months).</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• Can sometimes ask relevant questions to build knowledge and understanding.</li> <li>• Articulate and justify answers by using 'because' to explain thinking.</li> <li>• Use questions that require more than one-word answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Can begin to ask relevant questions to build knowledge and understanding.</li> <li>• Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.</li> <li>• Sometimes gives more than one reason why something might be true.</li> <li>• Understand that people might have different opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions to build knowledge and understanding linking to responses from others.</li> <li>• Articulate and justify answers, arguments and opinions to questions.</li> <li>• Give more than one reason why something might be true.</li> <li>• Understand that people might have different opinions and begin to explain why.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions to build knowledge and understanding linking to responses from others.</li> <li>• Articulate and justify answers, arguments and opinions to questions.</li> <li>• Give more than one reason why something might be true.</li> <li>• Understand that people might have different opinions and begin to explain why.</li> <li>• Justify answers to show understanding of the question posed.</li> </ul>	<ul style="list-style-type: none"> <li>• Can sometimes ask relevant questions to deepen knowledge and understanding.</li> <li>• Articulate and justify answers, arguments and opinions to questions.</li> <li>• Give more than one reason why something might be true with reasons.</li> <li>• Understand the difference between a fact and an opinion.</li> <li>• Begin to offer more detailed answers to some questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can sometimes ask relevant questions to deepen knowledge and understanding.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Understand the difference between a fact and an opinion.</li> <li>• Offer more detailed answers to questions that need further clarification or justification.</li> </ul>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<ul style="list-style-type: none"> <li>Begin to use more complex sentences to link thoughts (e.g. using and, because). (30 - 50 months)</li> <li>Use a range of tenses (e.g. play, playing, played) (30 -50 months)</li> <li>Use vocabulary focussed on objects and people that are of particular importance to them (30 - 50 months)</li> <li>Build up vocabulary that reflects the breadth of their experiences (30 - 50 months)</li> <li>Use past, present and future forms correctly when talking about events that have happened or are to happen in the future.ELG</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant strategies to build vocabulary:               <ul style="list-style-type: none"> <li>Draw pictures</li> <li>Use words that reflect immediate surroundings and feelings.</li> <li>Use alternative words for simple vocabulary choices.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use relevant strategies to build vocabulary:               <ul style="list-style-type: none"> <li>Draw pictures</li> <li>Sometimes use words already known to help understand new words.</li> <li>Start to use specific vocabulary for the topic.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use relevant strategies to build vocabulary:               <ul style="list-style-type: none"> <li>Sometimes use words already known to help understand new words.</li> <li>Use vocabulary that is appropriate to the topic and/or audience.</li> <li>Recognise some powerful words and phrases in texts/stories and begin to use them when talking/writing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use relevant strategies to build vocabulary:               <ul style="list-style-type: none"> <li>Sometimes uses the context of a word to help understand it's meaning.</li> <li>Use vocabulary that is appropriate to the topic and/or audience.</li> <li>Recognise some powerful words and phrases in texts/stories and begin to use them when talking/writing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use relevant strategies to build vocabulary:               <ul style="list-style-type: none"> <li>Use known words to help understand new words.</li> <li>Use known prefixes and suffixes to help understand new words.</li> <li>Use the context of a word to understand its meaning.</li> <li>Regularly use powerful words and phrases identified in texts/stories.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use relevant strategies to build vocabulary:               <ul style="list-style-type: none"> <li>Use known words to help understand new words.</li> <li>Regularly use known prefixes and suffixes to help understand new words.</li> <li>Confidently use the context of a word to understand its meaning.</li> <li>Speak audibly and fluently in all situations.</li> <li>Use a broad and rich vocabulary when discussing topics.</li> </ul> </li> </ul>
Spoken Language  - descriptions and explanations	<ul style="list-style-type: none"> <li>Retell a simple past event in correct order (30 - 50 months)</li> <li>Talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50 months)</li> <li>Use talk in pretending that objects stand for something else in play (30 - 50 months)</li> <li>Remember and talk about significant events in their own experiences (30 - 50 months).</li> <li>Recognise and describe special times or events for family or friends (30 - 50 months).</li> <li>Talk about why things happen and how things word. (30 - 50 months)</li> <li>Use language to imagine and recreate roles and experiences in play situations (40 - 60 months)</li> <li>Link statements and stick to a main theme or intention. (40- 60 months)</li> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events. (40 - 60 months)</li> <li>Introduce a storyline or narrative into their play. (40 - 60 months).</li> <li>Can explain own knowledge and understanding. (40 - 60 months)</li> <li>Develop their own narratives and explanations by connecting ideas or</li> </ul>	<ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings:               <ul style="list-style-type: none"> <li>Understand feelings beyond happy and sad.</li> <li>Say how someone might be feeling and why.</li> </ul> </li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English:               <ul style="list-style-type: none"> <li>Speak in full sentences most of the time.</li> <li>Speak about what happened in the past mostly correctly.</li> <li>Know when to use pronouns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings:               <ul style="list-style-type: none"> <li>Say how someone might be feeling and why.</li> <li>Talk about themselves and their feelings confidently and clearly.</li> <li>Recount experiences with significant details and feelings.</li> </ul> </li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English:               <ul style="list-style-type: none"> <li>Organise thoughts to speak in full sentences.</li> <li>Speak about what happened in the past mostly correctly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings:               <ul style="list-style-type: none"> <li>Use a few different words that can be used to talk about similar feelings.</li> <li>Summarise the main ideas of a paragraph in a single sentence.</li> <li>Begin to give added details in retellings to engage the listener.</li> </ul> </li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English:               <ul style="list-style-type: none"> <li>Begin to use past and present tenses correctly with some support.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings:               <ul style="list-style-type: none"> <li>Select different words that can be used to talk about similar feelings.</li> <li>Summarise the main ideas of more than one paragraph in a single sentence.</li> <li>Give descriptions and recounts and narrative retellings with specific details to actively engage listeners.</li> </ul> </li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English:               <ul style="list-style-type: none"> <li>Use past and present tense mostly correctly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings:               <ul style="list-style-type: none"> <li>Know multiple different words that can be used to talk about similar feelings.</li> <li>Plan and present information clearly with ambitious added detail and description for the listener.</li> </ul> </li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English:               <ul style="list-style-type: none"> <li>Speak about what happened in the past and present correctly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings:               <ul style="list-style-type: none"> <li>Confidently select a variety of different words that can be used to talk about similar feelings.</li> </ul> </li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English.</li> </ul>

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	events. (ELG)	correctly.					
	EVENTS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language - Discussions And presentations	<ul style="list-style-type: none"> <li>• Use intonation, rhythm and phrasing to make the meaning clear to others. (30 - 50 months)</li> <li>• Talk confidently with other children when playing, and communicate freely about their own home and community. (30 - 50 months)</li> <li>• Confidently speak to others about their own needs, wants, interests and opinions. (40 - 60 months)</li> <li>• Express themselves effectively, showing awareness of listeners' needs (ELG)</li> <li>• Speak confidently in a familiar group about their ideas. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates:               <ul style="list-style-type: none"> <li>- Pretend to be someone else in a role play after someone explains a character to them.</li> <li>- Give reasons why something is good or bad with help.</li> <li>- Can speak in front of larger audiences, e.g. show and tell or assemblies.</li> </ul> </li> <li>• Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others.               <ul style="list-style-type: none"> <li>- Can understand what people say to them most of the time.</li> <li>- Can remember some things that other children have said in class discussion.</li> <li>- Can think about when it is their turn in a discussion.</li> </ul> </li> <li>• Select and use appropriate registers for effective communication:               <ul style="list-style-type: none"> <li>- Begin to tell when to speak loudly or</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates:               <ul style="list-style-type: none"> <li>- Pretend to be someone else in a role play after someone explains a character to them.</li> <li>- Begin to describe feelings of character in role.</li> <li>- Begin to speak confidently in a group of familiar peers to get message across.</li> </ul> </li> <li>• Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others:               <ul style="list-style-type: none"> <li>- Can remember some of the main points that others have said in a class discussion.</li> </ul> </li> <li>• Select and use appropriate registers for effective communication:               <ul style="list-style-type: none"> <li>- Begin to tell when to speak loudly or quietly most of the time.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates:               <ul style="list-style-type: none"> <li>- Bring some of their own ideas to help play another character.</li> <li>- Begin to speak confidently in front of small and some large audiences.</li> <li>- Begin to rehearse sentences/stories aloud with feedback from an adult.</li> </ul> </li> <li>• Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others:               <ul style="list-style-type: none"> <li>- Can think about what others have said in a discussion and respond appropriately.</li> </ul> </li> <li>• Select and use appropriate registers for effective communication:               <ul style="list-style-type: none"> <li>- Begin to tell when to speak loudly or quietly most of the time.</li> <li>- Can normally use an appropriate pitch and tone of voice in conversations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates:               <ul style="list-style-type: none"> <li>- Begin to take part in a specific character role and take part in discussions whilst in character.</li> <li>- Rehearse how to read stories and sentences whilst taking advice from feedback given.</li> </ul> </li> <li>• Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others:               <ul style="list-style-type: none"> <li>- Build upon what others have said in a discussion and begin to give own views.</li> </ul> </li> <li>• Select and use appropriate registers for effective communication:               <ul style="list-style-type: none"> <li>- Use intonation when reading aloud to emphasise punctuation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates:               <ul style="list-style-type: none"> <li>- Listen to feedback from others to improve performances.</li> </ul> </li> <li>• Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others:               <ul style="list-style-type: none"> <li>- Understand what people say in a daily conversation.</li> <li>- Change contributions to class discussions based on what other people have said before them.</li> </ul> </li> <li>• Select and use appropriate registers for effective communication:               <ul style="list-style-type: none"> <li>- Use intonation and expression when talking and reading aloud to make it more engaging for the listener.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates:               <ul style="list-style-type: none"> <li>- Listen to feedback from others to improve performances and make immediate changes.</li> </ul> </li> <li>• Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others:               <ul style="list-style-type: none"> <li>- Use different strategies to gain interest of the listener/audience and maintain it.</li> <li>- Offer other explanations or ask questions to others or self if something is not understood.</li> </ul> </li> <li>• Select and use appropriate registers for effective communication:               <ul style="list-style-type: none"> <li>- Select and use appropriate registers for effective communication.</li> </ul> </li> </ul>

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