

English skills progression map – spoken language

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills children should:	<p>Understand how to listen carefully and why listening is important. (C&L)</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. (C&L)</p> <p>Listen to and talk about stories to build familiarity and understanding. (C&L)</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. (C&L)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)</p> <p>Listen attentively and respond to</p>	<p>Listen to others in a range of situations and usually respond appropriately.</p>	<p>Listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>Listen carefully, making timely contributions and asking questions that are responsive to others’ ideas and views.</p> <p>Participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</p>	<p>Make improvements based on constructive feedback on their listening skills.</p>

	what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG LA&U)						
Following instructions children should:	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 (ELG LA&U) 2	Understand instructions with more than one point in many situations.	Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. Attempt to follow instructions before seeking assistance	Follow instructions in a range of unfamiliar situations Recognise when it is needed and ask for specific additional information to clarify instructions.	Follow complex directions/multistep instructions without the need for repetition.	Follow complex directions/multistep instructions without the need for repetition.	Follow complex directions/multistep instructions without the need for repetition.
Asking and answering questions children should	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class	Begin to ask questions that are linked to the topic being discussed. Answer questions on a wider range of topics (sometimes	Show that they are following a conversation by asking relevant and timely questions. Answer questions using clear sentences.	Ask questions that relate to what has been heard or what was presented to them. Begin to offer support for their answers to	Generate relevant questions to ask a specific speaker/audience in response to what has been said. Regularly offer answers that are supported with	Ask questions which deepen conversations and/or further their knowledge. Understand how to answer questions that require more	Regularly ask relevant questions to extend their understanding and knowledge. Articulate and justify answers with

	<p>discussions and small group interactions (ELG LA&U) 3</p> <p>Make comments about what they have heard and ask questions to clarify their understanding (ELG LA&U)</p> <p>Connect one idea or action to another using a range of connectives. (C&L)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG Sp)</p>	<p>may only be one-word answers).</p>	<p>Begin to give reasoning behind their answers when prompted to do so</p>	<p>questions with justifiable reasoning.</p>	<p>justifiable reasoning.</p>	<p>detailed answers and justification.</p>	<p>confidence in a range of situations.</p>
<p>Drama, performance and confidence children should:</p>	<p>Learn new vocabulary. (C&L)</p> <p>Use new vocabulary through the day. (C&L)</p> <p>Use new vocabulary in</p>	<p>Use appropriate vocabulary to describe their immediate world and feelings.</p> <p>Think of alternatives for</p>	<p>Start to use subject-specific vocabulary to explain, describe and add detail</p> <p>Suggest words or phrases appropriate</p>	<p>Use vocabulary that is appropriate to the topic and/or the audience. R</p> <p>Recognise powerful vocabulary in</p>	<p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Know and use language that is</p>	<p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Know and use language that is</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Use adventurous and ambitious vocabulary in speech, which is always appropriate</p>

	<p>different contexts.(C&L)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (ELG LIT C)</p>	<p>simple vocabulary choices.</p>	<p>to the topic being discussed.</p> <p>Start to vary language according to the situation between formal and informal.</p> <p>Usually speak in grammatically correct sentences.</p>	<p>stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>Discuss topics that are unfamiliar to their own direct experience.</p>	<p>acceptable in formal and informal situations with increasing confidence.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>acceptable in formal and informal situations with increasing confidence.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>to the topic, audience and purpose.</p> <p>Speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>Confidently explain the meaning of words and offer alternative synonyms.</p>
<p>Speaking for a range of purposes children should:</p>	<p>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 (ELG Sp)</p>	<p>Organise their thoughts into sentences before expressing them.</p> <p>Be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>Talk about themselves clearly and confidently.</p> <p>Verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>	<p>Organise what they want to say so that it has a clear purpose.</p> <p>Begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>Debate issues and make their opinions on topics clear.</p> <p>Adapt their ideas in response to new information.</p>	<p>Plan and present information clearly with ambitious added detail and description for the listener.</p> <p>Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>Communicate confidently across a range of contexts and to a range of audiences.</p> <p>Articulate and justify arguments and opinions with confidence.</p> <p>Give well-structured descriptions, explanations, presentations and</p>

	<p>Develop social phrases. (C&L)</p> <p>Connect one idea or action to another using a range of connectives. (C&L)2</p> <p>Talk about the lives of the people around them and their roles in society (ELG UTW P&P)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG UTW PCC)</p> <p>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</p>						<p>narratives for different purposes, including for expressing feelings.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
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<p>appropriate – maps (ELG UTW PCC)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG EAD BI&E)</p> <p>Describe events in some detail. (C&L)</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (C&L)</p> <p>Talk about members of their immediate family and community. (UTW)</p> <p>Name and describe people who are familiar to them. (UTW)</p> <p>Comment on images of familiar situations in the past. (UTW)</p>						
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	Describe what they see, hear and feel whilst outside. (UTW)						
Participating in discussion children should:	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG LA&U)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG Sp)</p> <p>Connect one idea or action to another using a range of connectives. (C&L)3</p> <p>Describe events in some detail. (C&L) 2</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they</p>	<p>Recognise when it is their turn to speak in a discussion.</p> <p>Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>Give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>Engage in meaningful discussions that relate to different topic areas.</p> <p>Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>Take account of the viewpoints of others when participating in discussions.</p>	<p>Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>Begin to challenge opinions with respect.</p> <p>Engage in meaningful discussions in all areas of the curriculum.</p>	<p>Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>Engage in longer and sustained discussions about a range of topics.</p> <p>Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>Offer an alternative explanation when other participant(s) do not understand.</p>

	might happen. (C&L) 2						
Non-fiction children should:	Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L)	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.	Be introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction texts.	Retrieve and record information from non-fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts.
Discussing reading children should:	Engage in story times. (C&L)	Participate in discussion about what is read to them by taking turns and listening to what others say Explain clearly their understanding of what is read to them.	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.	Recommend books that they have read to their peers and giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates.	Recommend books that they have read to their peers and giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates.

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