

Castle Primary's *English Curriculum*

Skills Progression in *Spoken Language*

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Listening Skills</p> <p>a. Listen to others in a range of situations and usually respond appropriately.</p> <p>2. Following Instructions</p> <p>a. Understand instructions with more than one point in many situations.</p> <p>3. Asking & Answering Questions</p> <p>a. Begin to ask questions that are linked to the topic being discussed.</p> <p>b. Answer questions on a wider range of topics (sometimes may only be one-word answers).</p> <p>4. Drama, Performance & Confidence</p> <p>a. Speak clearly in a way that is easy to understand.</p> <p>b. Speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>c. Know when it is their turn to speak in a small group presentation or play performance.</p> <p>d. Take part in a simple role play of a known story.</p> <p>5. Vocabulary Building & Standard English</p> <p>a. Use appropriate vocabulary to describe their immediate world and feelings.</p> <p>b. Think of alternatives for simple vocabulary choices.</p>	<p>1. Listening Skills</p> <p>a. Listen carefully and respond with increasing appropriateness to what has been said, <i>e.g. make a helpful contribution when speaking in a small reading group.</i></p> <p>2. Following Instructions</p> <p>a. Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>b. Attempt to follow instructions before seeking assistance.</p> <p>3. Asking & Answering Questions</p> <p>a. Show that they are following a conversation by asking relevant and timely questions.</p> <p>b. Answer questions using clear sentences.</p> <p>c. Begin to give reasoning behind their answers when prompted.</p> <p>4. Drama, Performance & Confidence</p> <p>a. Speak confidently within a group of peers so that their message is clear.</p> <p>b. Practise and rehearse reading sentences and stories aloud.</p> <p>c. Take on a different role in a drama or role play and discuss the character's feelings.</p> <p>d. Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p>5. Vocabulary Building & Standard English</p> <p>a. Start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>b. Suggest words or phrases appropriate to the topic being discussed.</p> <p>c. Start to vary language according to the situation between formal and informal.</p> <p>d. Usually speak in grammatically correct sentences.</p>	<p>1. Listening Skills</p> <p>a. Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>2. Following Instructions</p> <p>a. Follow instructions in a range of unfamiliar situations.</p> <p>b. Recognise when it is needed and ask for specific additional information to clarify instructions</p> <p>3. Asking & Answering Questions</p> <p>a. Ask questions that relate to what has been heard or what was presented to them.</p> <p>b. Begin to offer support for their answers to questions with justifiable reasoning.</p> <p>4. Drama, Performance & Confidence</p> <p>a. Rehearse reading sentences and stories aloud, taking note of feedback from teachers / peers.</p> <p>b. Speak regularly in front of large and small audiences.</p> <p>c. Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions</p> <p>5. Vocabulary Building & Standard English</p> <p>a. Use vocabulary that is appropriate to the topic and/or the audience.</p> <p>b. Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>c. Discuss topics that are unfamiliar to their own direct experience.</p>	<p>1. Listening Skills</p> <p>a. Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>2. Following Instructions</p> <p>a. Follow complex directions / multi-step instructions without the need for repetition.</p> <p>3. Asking & Answering Questions</p> <p>a. Generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>b. Regularly offer answers that are supported with justifiable reasoning.</p> <p>4. Drama, Performance & Confidence</p> <p>a. Use intonation when reading aloud to emphasise punctuation.</p> <p>b. Practise and rehearse sentences and stories, gaining feedback on performance from teachers and peers.</p> <p>c. Take on a specific role in role-play / drama activities and participate in focused discussion while remaining in character.</p> <p>d. Discuss the language choices of other speakers and how this may vary in different situations</p> <p>5. Vocabulary Building & Standard English</p> <p>a. Use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>b. Begin to know and use language that is acceptable in formal and informal situations.</p> <p>c. 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>1. Listening Skills</p> <p>a. Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, <i>e.g. in a collaborative project.</i></p> <p>2. Following Instructions</p> <p>a. As Year 4</p> <p>3. Asking & Answering Questions</p> <p>a. Ask questions which deepen conversations and/or further their knowledge.</p> <p>b. Understand how to answer questions that require more detailed answers and justification.</p> <p>4. Drama, Performance & Confidence</p> <p>a. Narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>b. Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>c. Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>5. Vocabulary Building & Standard English</p> <p>a. Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>b. Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>c. Continue to develop powerful vocabulary in stories/ texts that they read or listen to, into their own talk in an appropriate way.</p>	<p>1. Listening Skills</p> <p>a. Make improvements based on constructive feedback on their listening skills.</p> <p>2. Following Instructions</p> <p>a. As Year 4</p> <p>3. Asking & Answering Questions</p> <p>a. Regularly ask relevant questions to extend their understanding and knowledge.</p> <p>b. Articulate and justify answers with confidence in a range of situations</p> <p>4. Drama, Performance & Confidence</p> <p>a. Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>b. Gain, maintain and monitor the interest of the listener(s).</p> <p>c. Select and use appropriate registers for effective communication.</p> <p>5. Vocabulary Building & Standard English</p> <p>a. Use relevant strategies to build their vocabulary.</p> <p>b. Always use adventurous and ambitious vocabulary in speech, linked to the topic, audience and purpose</p> <p>c. Speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>d. Use a broad, deep and rich vocabulary to discuss abstract concepts/wide range of topics.</p> <p>e. Confidently explain the meaning of words and offer alternative synonyms.</p>

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<p>6. Speaking For a Range of Purposes</p> <ul style="list-style-type: none"> a. Organise their thoughts into sentences before expressing them. b. Describe their immediate world and environment. c. Retell simple stories and recounts aloud. <p>7. Participating in Discussion</p> <ul style="list-style-type: none"> a. Recognise when it is their turn to speak in a discussion. b. Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. 	<p>6. Speaking For a Range of Purposes</p> <ul style="list-style-type: none"> a. Talk about themselves clearly and confidently. b. Verbally recount experiences with some added interesting details. c. Offer ideas based on what has been heard. <p>7. Participating in Discussion</p> <ul style="list-style-type: none"> a. Give enough detail to hold the interest of other participant(s) in a discussion. b. Engage in meaningful discussions that relate to different topic areas. c. Remain focused on a discussion when not directly involved and be able to recall the main points when questioned. 	<p>6. Speaking For a Range of Purposes</p> <ul style="list-style-type: none"> a. Organise what they want to say so that it has a clear purpose. b. Begin to give descriptions, recounts and narrative retellings with added details to engage listeners. <p>7. Participating in Discussion</p> <ul style="list-style-type: none"> a. Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. b. Take account of the viewpoints of others when participating in discussions. 	<p>6. Speaking For a Range of Purposes</p> <ul style="list-style-type: none"> a. Give descriptions, recounts and narrative retellings with specific details to actively engage listeners. b. Debate issues and make their opinions on topics clear. c. Adapt their ideas in response to new information. <p>7. Participating in Discussion</p> <ul style="list-style-type: none"> a. Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. b. Begin to challenge opinions with respect. c. Engage in meaningful discussions in all areas of the curriculum. 	<p>6. Speaking For a Range of Purposes</p> <ul style="list-style-type: none"> a. Plan and present information clearly with ambitious added detail and description for the listener. b. Participate in debates / arguments and use relevant details to support their opinions and adding humour where appropriate. <p>7. Participating in Discussion</p> <ul style="list-style-type: none"> a. Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. b. Engage in longer and sustained discussions about a range of topics. c. Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. 	<p>6. Speaking For a Range of Purposes</p> <ul style="list-style-type: none"> a. Communicate confidently across a range of contexts and to a range of audiences. b. Articulate and justify arguments and opinions with confidence. c. Give well-structured descriptions, explanations, presentations and narratives for different purposes, inclu. for expressing feelings. d. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. e. Make reference back to original thoughts when opinions change and give reasons for change of focus. <p>7. Participating in Discussion</p> <ul style="list-style-type: none"> a. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. b. Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. c. Offer an alternative explanation when others do not understand.