



Curriculum Progression Map



The Development of Spoken Language in the Pre-school, Early Years Foundation Stage and Primary Phase

| Spoken Language | Early Years Foundation Stage (30 - 50mths to Early Learning Goals) | Key Stage 1 | | Key Stage 2 | | | |
|------------------|---|---|---|--|--|--|--|
| | 30 – 50 months 40 – 60 months Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Listening Skills | <p>To listen to others one to one or in small groups, when a conversation interests them.</p> <p>To focus attention – still listen or do, but can shift own attention.</p> <p>To be able to follow directions (if not intently focused on own choice of activity).</p> <p>To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To have two-channelled attention – can listen and do for short span.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To follow a story without pictures or props.</p> <p>To listen attentively in a range of situations.</p> <p>To give their attention to what others say and respond appropriately,</p> | To listen to others in a range of situations and usually respond appropriately. | To 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. | To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. | To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. | To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. | To make improvements based on constructive feedback on their listening skills. |

| | | | | | | | |
|------------------------------|---|--|--|---|--|---|--|
| Following Instruction | <p>To respond to simple instructions, e.g. to get or put away an object.</p> <p>To respond to instructions involving a two-part sequence.</p> <p>To follow instructions involving several ideas or actions.</p> | To understand instructions with more than one point in many situations. | To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance. | To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions. | To follow complex directions/multi-step instructions without the need for repetition. | | |
| Asking & Answering Questions | <p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and give explanations. Asks who, what, when and how.</p> <p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To ask appropriate questions of others.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> | <p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers).</p> | <p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.</p> | <p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p> | <p>To generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p> | <p>To ask questions which deepen conversations and/or further their knowledge.</p> <p>To understand how to answer questions that require more detailed answers and justification.</p> | <p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers with confidence in a range of situations.</p> |

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Drama, Performance & Confidence</p> | <p>To use intonation, rhythm and phrasing to make the meaning clear to others. To talk confidently with other children when playing, and will communicate freely about own home and community.</p> <p>To confidently speak to others about own needs, wants, interests and opinions.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To speak confidently in a familiar group, will talk about their ideas.</p> | <p>To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.</p> | <p>To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> | <p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p> | <p>To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.</p> | <p>To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> | <p>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary Building & Standard English</p> | <p>To begin to use more complex sentences to link thoughts (e.g. using and, because). To use a range of tenses (e.g. play, playing, will play, played). To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> | <p>To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.</p> | <p>To start to use subject-specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.</p> | <p>To use vocabulary that is appropriate to the topic and/or the audience. To 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. To discuss topics that are unfamiliar to their own direct experience.</p> | <p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To 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 regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To 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 use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To confidently explain the meaning of words and offer alternative synonyms.</p> |

Speaking for a Range of Purposes

To retell a simple past event in correct order (e.g. went down slide, hurt finger).
 To talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
 To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'
 To remember and talk about significant events in their own experience.
 To talk about why things happen and how things work.

To use language to imagine and recreate roles and experiences in play situations.
 To link statements and stick to a main theme or intention.
 To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
 To introduce a storyline or narrative into their play.
 To explain own knowledge and understanding.

To develop their own narratives and explanations by connecting ideas and events

To organise their thoughts into sentences before expressing them.
 To be able to describe their immediate world and environment.
 To retell simple stories and recounts aloud.

To talk about themselves clearly and confidently.
 To verbally recount experiences with some added interesting details.
 To offer ideas based on what has been heard.

To organise what they want to say so that it has a clear purpose.
 To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.

To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.
 To debate issues and make their opinions on topics clear.
 To adapt their ideas in response to new information.

To plan and present information clearly with ambitious added detail and description for the listener.
 To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.

To communicate confidently across a range of contexts and to a range of audiences.
 To articulate and justify arguments and opinions with confidence.
 To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.
 To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
 To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.

| | | | | | | | |
|-----------------------------|---|---|---|--|--|--|--|
| Participating in Discussion | To initiate conversations, attend to and take account of what others say. | To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. | To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned. | To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions. | To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum. | To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. | To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand. |
| | To listen and respond to ideas expressed by others in conversation or discussion. This is 40-60m not ELG. | | | | | | |

The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6.

The requirements are further reflected and contextualised within the reading and writing domains. This interpretation shows how the statutory and non-statutory spoken language guidance can be broken down to show the progression of skills and knowledge across Early Years Foundation Stage, Key Stage 1 and Lower and Upper Key Stage 2.