

ENGLISH Spoken Language: Knowledge, Skills and Understanding Progression Grid

Spoken Language				
	EYFS	Year 1	Year 2	Year 3
listen and respond appropriately to adults and their peers	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen carefully to rhymes and songs, paying attention to how they sound. • ELG: 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 	<ul style="list-style-type: none"> • Demonstrates attentive listening and can express simple views on a subject. • Consistently understands simple 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop. <p>NB understanding of routine and non-routine instructions</p>	<ul style="list-style-type: none"> • Listens to others and is beginning to summarise some of the main points • Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. 	<ul style="list-style-type: none"> • Listen and respond to others making connected comments and is beginning to extend the points made by others
ask relevant questions to extend their understanding and knowledge	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • ELG: 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: Make comments about what they have heard and ask questions to clarify their understanding 	<ul style="list-style-type: none"> • Will extend their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...? 	<ul style="list-style-type: none"> • Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did...? Where.....? Who.....? 	<ul style="list-style-type: none"> • Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc.

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<p>use relevant strategies to build their vocabulary</p>	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	<ul style="list-style-type: none"> • Select specific words to make the meaning clearer. e.g. "I'm going to play with the red spotty ball and then the blue one." • Use new vocabulary accurately during group and class discussion 	<ul style="list-style-type: none"> • Ask for the meaning of unknown words. • Use newly introduced topic words appropriately in a sentence. • Use new vocabulary when discussing, explaining or justifying 	<ul style="list-style-type: none"> • Use newly introduced topic words and more adventurous vocabulary appropriately
<p>articulate and justify answers, arguments and opinions</p>	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences • ELG: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • Use language to express opinion and explain in clear, well-formed sentences e.g. "I want to go and build a snowman because it's snowing and it's fun." 	<ul style="list-style-type: none"> • Use their growing knowledge of vocabulary and grammar to explain or justify their opinion e.g. "It was exhilarating and even the grumpy, old man was laughing, so I'd like to go again." 	<ul style="list-style-type: none"> • Articulate and justify opinion about a character, event or situation in response to a question or prompt.

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<p>give well-structured descriptions, explanations and narratives for different purposes</p>	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 	<ul style="list-style-type: none"> • Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing 	<ul style="list-style-type: none"> • Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts e.g. I liked this because... 	<ul style="list-style-type: none"> • Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts e.g. I liked this because...It reminded me of...
<p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<ul style="list-style-type: none"> • ELG: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • ELG: 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: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. 	<ul style="list-style-type: none"> • Can sustain the attention of the listener e.g. will use eye gaze and ask questions to involve and engage others 	<ul style="list-style-type: none"> • Can keep talk purposeful and stay on topic and is beginning to use gestures and intonation to further meaning.

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<p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 	<ul style="list-style-type: none"> • Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation 	<ul style="list-style-type: none"> • Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. 	<ul style="list-style-type: none"> • Is able to explore and imagine feelings within both story and real life settings. • Will express views and feelings and is showing the confidence to speculate on a range of possible outcomes.
<p>speak audibly and fluently with an increasing command of Standard English</p>	<ul style="list-style-type: none"> • ELG: 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. 	<ul style="list-style-type: none"> • Speak in a way that is clear and easy enough to understand and in full sentences (although there may still be some 'immaturities'). 	<ul style="list-style-type: none"> • Use speech that is consistently easy to understand and clear • Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when 	<ul style="list-style-type: none"> • Speaks clearly using language to confidently explain, justify and relay information.

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<p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	<ul style="list-style-type: none"> • Develop storylines in their pretend play. • ELG: Invent, adapt and recount narratives and stories with peers and their teacher • ELG: Sing a range of well-known nursery rhymes and songs • ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> • Use character voices in context • Contributes appropriately to discussions making comments relevant to the topic (at times response can be egocentric but with prompts will return to topic) 	<ul style="list-style-type: none"> • Is able to work in role and take on some of the characteristics and/or the voice of the character being played. • Will extend simple roles by expressing emotions. • Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary. 	<ul style="list-style-type: none"> • Can create and sustain a role for longer periods adding greater detail to a role/character. • Is able to present and structure information in different ways, with a purpose in mind.
<p>gain, maintain and monitor the interest of the listener(s)</p>	<ul style="list-style-type: none"> • ELG: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • Can explain their ideas clearly to a peer • Will vary their voice for effect e.g. “I really want an action figure for Christmas.” 	<ul style="list-style-type: none"> • Can explain their ideas clearly and use expression to engage the listener and keep them interested. 	<ul style="list-style-type: none"> • Can explain ideas clearly in a manner appropriate to the listener.

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<p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> • ELG: 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 	<ul style="list-style-type: none"> • Responds to what they hear with relevant comments, questions and ideas during discussion and is beginning to recognise that people may have different points of view to their own. 	<ul style="list-style-type: none"> • Recognises that there are other viewpoints. Make a simple comment in response to others' viewpoints and say whether they agree or disagree and why 	<ul style="list-style-type: none"> • Can listen to others' views and preferences, agree next steps to take, and consider alternatives e.g. "That didn't work. Why don't we try...?"
<p>select and use appropriate registers for effective communication</p>	<ul style="list-style-type: none"> • ELG: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • Engages in conversation with peers and adults in school • Engages with talk partner during lessons • Uses a more formal tone with the adults in school. 	<ul style="list-style-type: none"> • Engages in conversation with peers and different adults in school • Engages with talk partner during lessons • Knows that they need to use different styles of talk with different people e.g. friends (yeah, nice one, nah) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc. 	<ul style="list-style-type: none"> • With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor, presenting an argument or expressing an opinion in a debate.