

Harwell Primary School
Spoken Language Progression

Intent:

At Harwell School, our children will be taught how to confidently and effectively communicate so they have the skills to succeed. The oral language skills are built upon with opportunities to revisit, practise and repeat learning to ensure the children have a deeper understanding of their communities. Links across subjects are used to deepen understanding and support the development of the spoken language curriculum.

Implementation:

Skills that are introduced (previous years content should be revisited and consolidated) -

	Listen carefully and understand	Develop a wide range of subject specific vocabulary	Speak with clarity and confidence	Present stories with structure	Hold conversations and debates
EYFS Statutory Framework Birth to 5 Matters Guidance	- listens and responds to ideas expressed by others in conversation or discussion - understand a range of complex sentence structures - able to follow a story without pictures or props - understands questions such as who, why, when, where and how - can both listen and do for a short span.	- extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words - use vocabulary and forms of speech that are increasingly influenced by their experiences of reading	- links statements and sticks to a main theme or intention - uses talk to organise, sequence and clarify thinking, ideas, feelings and events - uses intonation, rhythm and phrasing to make the meaning clear to others	- uses language to imagine and recreate roles and experiences in play situations - introduces a storyline or narrative into their play	- uses talk to organise, sequence and clarify thinking, ideas, feelings and events - uses intonation, rhythm and phrasing to make the meaning clear to others - listens and responds to ideas expressed by others in conversation or discussion
ELG: Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during discussions or small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and on-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems; 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. Comprehension - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.					
Year 1 and 2	- take turns to talk, listening carefully to the contributions of others - sift information and focus on the important points - seek clarification when a message is not clear - understand instructions with more than one point	- use subject specific vocabulary to explain and describe - suggest words or phrases appropriate to the topic being discussed	- speak in a way that is clear and easy to understand - speak confidently to a group of peers so that they understand the message of what is being said - reflect on the clarity of the message given - demonstrate good phonic knowledge by clearly pronouncing the sounds within	- ensure stories have a setting, plot and a sequence of events - recount experiences with interesting detail - take part in role play of a familiar story	- take turns to talk, listening carefully to the contributions of others - know that different people hold opinions that are different from our own - know that different language is appropriate in different situations (formal and informal) - make contributions that are

			words		relevant to those that have come before
Year 3 and 4	- engage in discussions, making relevant points - ask for specific additional information to clarify	- use interesting adjectives, adverbial phrases and expanded noun phrases in discussion - use vocabulary that is appropriate to the topic being discussed or the audience that is listening	- use a mixture of sentence lengths to add interest to discussions and explanations - use intonation to emphasise grammar and punctuation when reading aloud - explain a project or concept to a group of peers - explain and develop ideas across the curriculum - reflect on the effectiveness of the explanation	- bring stories to life with expression and intonation - respond appropriately when in a role including basic improvisation	- make relevant comments or ask questions in a discussion or a debate - seek clarification by actively seeking to understand others' points of view - respectfully challenge opinions or points, offering an alternative - vary language between formal and informal according to the situation
Year 5 and 6	- understand how to answer questions that require more than a yes/no or single sentence response - demonstrate active listening by justifying ideas or expanding on the ideas of others - recognise and explain some idioms - understand the meaning of some phrases beyond the literal interpretation.	- use adventurous and sophisticated vocabulary - explain the meaning of words, offering alternatives - use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity	- vary the length and structure of sentences - ask questions and make suggestions to take an active part in discussions - present an idea, topic or explanation to a group of peers - expand and justify ideas across the curriculum - reflect on the effectiveness of the explanation, expansion and justification - comment on the grammatical structure of a range of spoken and written accounts	- narrate detailed and exciting stories - use the conventions and structure appropriate to the type of story or presentation (fiction and nonfiction) - interweave action, character descriptions, settings and dialogue in a performance - perform in improvised role play, group or class performances considering the effectiveness of delivery	- negotiate and compromise by offering alternatives - debate, using relevant details to support points - offer alternative explanations when others don't understand - add humour to a discussion or debate where appropriate - select appropriate language in a range of situations (formal or informal)

Impact:

By the end of the year the children should:

EYFS (ELD)	- 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 - make comments about what they have heard and ask questions to clarify their understanding - hold conversation when engaged in back-and-forth exchanges with their teacher and peers - participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - 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
Years 1 - 6	- listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary

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| | <ul style="list-style-type: none">- articulate and justify answers, arguments and opinions- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas- speak audibly and fluently with an increasing command of Standard English- participate in discussions, presentations, performances, role play, improvisations and debates- gain, maintain and monitor the interest of the listener(s)- consider and evaluate different viewpoints, attending to and building on the contributions of others- select and use appropriate registers for effective communication |
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