



Progression in Spoken Language

Nursery				
Listening and responding	Oral Rehearsal/Presenting	Talking with others	Questioning	Vocabulary
<ul style="list-style-type: none"> • Responds to simple instructions, e.g. to get or put away an object. • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i> 	<ul style="list-style-type: none"> • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. 	<ul style="list-style-type: none"> • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> 	<ul style="list-style-type: none"> • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences.
Reception				
Listening and responding	Oral Rehearsal/Presenting	Talking with others	Questioning	Vocabulary
<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Early Learning Goal</p>	<ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. • Uses language to imagine and recreate roles and experiences in play situations. 	<ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present</p>	<p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.



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<p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>		<p>and future forms accurately when talking about events that have happened or are to happen in the future.</p>		
<p>Year 1</p>				
Listening and responding	Oral Rehearsal/Presenting	Talking with others	Questioning	Vocabulary
<ul style="list-style-type: none"> • maintains eye contact • listens with periods of sustained concentration • demonstrates active listening by the detail provided when responding to and answering questions • takes some account of other speakers' comments, e.g. in paired work • listens to and follows 2 to 3 part instructions in familiar contexts • uses single clause sentences and multi-clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because) to help explain or justify an event • some developmental grammatical features remain in everyday talk, e.g. past tense formation, plurals ('went', 'mouses') • usually keeps to a topic and can be easily prompted to move on if required • demonstrates some interaction with speaker by adding to shared ideas • describes a problem in their own words • uses talk rather than actions to resolve a problem 	<ul style="list-style-type: none"> • occasional changes to language according to speaking partner(s), e.g. family and friends, teachers, others • joins in with repetitive refrains • recites poetry by heart • orally rehearses in preparation for writing • re-tells familiar stories using story language • recounts personal experiences with some detail • role-plays to explore characters and the language they use • reading aloud is audible for the listener • speaks clearly with occasional errors when reporting own and others' views to the class 	<ul style="list-style-type: none"> • takes turns in group conversations • understands agreed group discussion guidelines • sometimes expresses a view/opinion 	<ul style="list-style-type: none"> • asks questions to find out specific information including 'How' and 'Why' • answers simple 'How' or 'Why' questions • answers justified using the word 'because' • when prompted, draws on observations, ideas and simple secondary sources to suggest answers to questions • raises and answers questions linked to topics of interest/study or to personal experience • when prompted, poses 'What if?' questions during practical problem solving opportunities 	<ul style="list-style-type: none"> • increases vocabulary using words provided by adults, discussions and environmental stimuli • discusses word meanings • develops synonyms for existing vocabulary • uses sequencing language to order events • with support uses comparative language to describe changes, patterns and relationships • uses some technical terminology



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Year 2				
Listening and responding	Oral Rehearsal/Presenting	Talking with others	Questioning	Vocabulary
<ul style="list-style-type: none"> • listens with periods of sustained concentration when more than one person is speaking • recalls and conveys simple information clearly • makes comments when the detail provided is unclear • listens attentively in discussion by following up points • listens to and follows 2 to 3 part instructions • keeps to a topic • considers and offers alternative viewpoints • some development of speaker's main ideas through e.g. repetition, paraphrasing and questioning • explains their preferences/choices • generally sequences talk to help the listener • extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after 	<ul style="list-style-type: none"> • uses verb tenses/forms increasingly accurately for spoken standard English • retells a range of stories using some of their own words • recites poetry by heart with appropriate intonation to make the meaning clear • orally rehearses planning and writing • experiments with a variety of levels of formality when talking with different people • speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud • speaks clearly and audibly to a group • sometimes uses voice, gesture or movement, in role play and improvisation 	<ul style="list-style-type: none"> • takes turns and occasionally asks questions as well as offering ideas • under guidance, follows agreed group discussion guidelines • occasionally begins a group discussion 	<ul style="list-style-type: none"> • asks questions for clarification and understanding (linked to age related context) • questions asked relate to the learning • asks and answers questions to aid problem solving • answers justified using evidence from the context • poses 'What if?' questions during practical problem solving opportunities 	<ul style="list-style-type: none"> • uses comparative language to describe changes, patterns and relationships • increases vocabulary using words provided by adults, discussions and environmental stimuli • discusses and clarifies word meanings, including favourite words and phrases • begins to select appropriate synonyms • uses some technical terminology accurately and precisely across the curriculum



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	<ul style="list-style-type: none"> • appropriately responds to others in role helping to sustain the scenario • talks about what they have found out and how they have found it out 			
Year 3 and 4				
Listening and responding	Oral Rehearsal/Presenting	Talking with others	Questioning	Vocabulary
<ul style="list-style-type: none"> • sustains listening to a variety of sources, making notes if required • focuses listening on main source by tuning out of distractions • listens to key information and makes relevant, related comments • demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation • follows longer instructions that are not familiar • builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others • demonstrates increased clarity and precision of ideas e.g. through the use of relative clauses • explains or gives reasons for their views or choices • may introduce some new material or ideas • adds detail or leaves information out according to how much is already known by the listener 	<ul style="list-style-type: none"> • shows an awareness of spoken standard English required for formal contexts • reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action • uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue) • begins to adapt register in response to changing context and audience, e.g. switching between talk to friends and to school visitor • performs stories and poems, identifying appropriate expression, tone, volume and use of voices 	<ul style="list-style-type: none"> • follows agreed group discussion guidelines • works in groups with minimum supervision • follows up others' points and shows whether they agree or disagree in a whole-class discussion • makes generally relevant comments which add to ideas or suggests alternatives 	<ul style="list-style-type: none"> • sometimes develops speaker's main ideas through questioning • asks questions for clarification and understanding (linked to age related context) • poses 'What if?' questions that may change the outcome or direction of the problem • poses and answers questions that will help make sense of a problem • asks and answers questions using modal verbs and adverbs to indicate degrees of possibility • when answering, refers back to and rephrases evidence from the context 	<ul style="list-style-type: none"> • builds a varied and rich vocabulary with greater independence • discusses and clarifies word meanings including homonyms which depend on context • considers shades of meaning when discussing synonyms • links events using a wider range of conjunctions and adverbs • uses technical terminology accurately and precisely across most areas of the curriculum



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<ul style="list-style-type: none"> • provides critical feedback constructively • explains a process ensuring ideas are clearly sequenced 	<ul style="list-style-type: none"> • participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates • reports on findings from investigations (e.g. maths and science) 			
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Year 5 and 6

Listening and responding	Oral Rehearsal/Presenting	Talking with others	Questioning	Vocabulary
<ul style="list-style-type: none"> • maintains interest and attention when listening to a variety of complex and sometimes challenging ideas/sources: determining key information • demonstrates attentive and sustained listening by building on others' ideas by agreeing or disagreeing • recognises specific points from the speaker that are then challenged courteously for greater clarity/detail/accuracy • incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener 	<ul style="list-style-type: none"> • generally selects spoken standard English appropriately with few exceptions • effectively uses intonation, tone, volume and action when speaking or performing publically so that meaning is clear to the audience • presents findings from enquiries, including conclusions, causal relationships and results 	<ul style="list-style-type: none"> • builds on their own and others' ideas and challenges views courteously • sustained contributions draw ideas together and promotes effective discussion • influences direction of talk • negotiates and makes decisions 	<ul style="list-style-type: none"> • develops own lines of enquiry • deepens understanding by questioning the given information • questions introduce new ideas/material • supports others to develop their understanding through questioning • understands which questions will develop learning / understanding • when answering, refers to evidence 	<ul style="list-style-type: none"> • builds a varied and rich vocabulary, includes constructions used for formal language • discusses and clarifies word meanings, uses a wider range of synonyms precisely and effectively • selects appropriate synonym according to audience and purpose • incorporates a varied and rich vocabulary from a



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<ul style="list-style-type: none">• demonstrate connections with other ideas and draws on different points of view when responding• anticipates the listener's response and makes use of counter arguments• expresses ideas and feelings with clarity and precision• uses a variety of ways to criticise constructively and respond to critique	<ul style="list-style-type: none">• some deliberate shaping of talk for listener, with variation in emphasis or gesture for clarity and effect• presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language	taking account of alternatives and consequences	and communicates ideas with precision/clarity for given audience	wide range of written and oral contexts <ul style="list-style-type: none">• uses a range of cohesive devices to link ideas• uses technical terminology accurately and precisely across the curriculum• debates specific points effectively and maintains a focus on the topic
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