

Birdlip Primary School Progression Map for Spoken Language Years 1-6	
Year 1	Listening and Responding • 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 Oral rehearsing/presenting • 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 Talking with Others • Takes turns in group conversations • Understands agreed group discussion guidelines • Sometimes expresses a view/opinion Questioning • Asks questions to find out specific information including 'How' and 'Why' • Answers simple 'How' or 'Why' questions • Increases vocabulary using words provided by adults, discussions and environmental stimuli • discusses word meanings Vocabulary • Increases vocabulary using words provided by adults, discussions and environmental stimuli • Discusses word meanings
Year 2	Listening and Responding • 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 Oral rehearsing/presenting • 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 • 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 Talking with Others • Takes turns and occasionally asks questions as well as offering ideas • Under guidance, follows agreed group discussion guidelines • Occasionally begins a group discussion Questioning • 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 Vocabulary • 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
Year 3 & 4	Listening and Responding • 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 • Provides critical feedback constructively • Explains a process ensuring ideas are clearly sequenced Oral rehearsing/presenting • 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 • 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) Talking with Others • 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 Questioning - 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 Vocabulary - 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
Year 5 & 6	Listening and Responding - 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 - 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 Oral rehearsing/presenting - Generally selects spoken standard English appropriately with few exceptions - Effectively uses intonation, tone, volume and action when speaking or performing publicly so that meaning is clear to the audience - Presents findings from enquiries, including conclusions, causal relationships and results - 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 Talking with Others - 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 taking account of alternatives and consequences Questioning - Develops own lines of enquiry - Deepens understanding by questioning the given information - Introduce new ideas/material supports others to develop their understanding through questioning - Understands which questions will develop learning / understanding when answering, - Refers to evidence and communicates ideas with precision/clarity for given audience Vocabulary - 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 wide range of written and oral contexts • 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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