

Campton Academy

Progression of Skills in Spoken Language

Key Skills	EYFS	Year 1	Year 2	Year 3	Year 4
Listening Skills Children should:	<p>Understand how to listen carefully and why listening is important. (C&L)</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L)</p>	<p>Listen to others in a range of situations and usually respond appropriately</p>	<p>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</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>
Following Instructions Children should:	<p>Follow two-part instruction and question to clarify. (C&L)</p>	<p>Understand instructions with more than one point in many situations.</p>	<p>Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>Attempt to follow instructions before seeking assistance.</p>	<p>Follow instructions in a range of unfamiliar situations.</p> <p>Recognise when it is needed and ask for specific additional information to clarify instructions</p>	<p>Follow complex directions/multistep instructions without the need for repetition.</p>
Asking and Answering Questions Children should:	<p>Listen to, talk about and respond to stories (rhymes and songs) with questions (C&L)</p> <p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)</p> <p>Listen, talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (C&L, LIT))</p> <p>Follow two-part instruction and question to clarify. (C&L)</p> <p>Question why things happen.(UTW)</p>	<p>Begin to ask questions that are linked to the topic being discussed.</p> <p>Answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>Show that they are following a conversation by asking relevant and timely questions.</p> <p>Answer questions using clear sentences.</p> <p>Begin to give reasoning behind their answers when prompted to do so.</p>	<p>Ask questions that relate to what has been heard or what was presented to them.</p> <p>Begin to offer support for their answers to questions with justifiable reasoning.</p>	<p>Generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>Regularly offer answers that are supported with justifiable reasoning.</p>
Drama, Performance and Confidence Children should:	<p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L)</p> <p>Listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (EAD)</p>	<p>Speak clearly in a way that is easy to understand.</p> <p>Speak in front of larger audiences, e.g. in a class assembly, during a show and tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>Take part in a simple role play of a known story</p>	<p>Speak confidently within a group of peers so that their message is clear.</p> <p>Practise and rehearse reading sentences and stories aloud.</p> <p>Take on a different role in a drama or role play and discuss the character's feelings.</p> <p>Recognise that sometimes speakers talk differently and discuss reasons why this might happen</p>	<p>Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>Speak regularly in front of large and small audiences.</p> <p>Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions</p>	<p>Use intonation when reading aloud to emphasise punctuation.</p> <p>Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>Take on a specific role in roleplay/drama activities and participate in focused discussion while remaining in character.</p>

					Discuss the language choices of other speakers and how this may vary in different situations.
Vocabulary Building and Standard English Children should:	<p>Talk about, describe and explain elements of a topic using newly introduced vocabulary (C&L, UTW)</p> <p>Use vocabulary from stories, rhymes, poetry non-fiction books (C&L, LIT)</p>	<p>Use appropriate vocabulary to describe their immediate world and feelings.</p> <p>Think of alternatives for simple vocabulary choices.</p>	<p>Start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>Suggest words or phrases appropriate to the topic being discussed. Start to vary language according to the situation between formal and informal.</p> <p>Usually speak in grammatically correct sentences.</p>	<p>Use vocabulary that is appropriate to the topic and/or the audience.</p> <p>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.</p> <p>Discuss topics that are unfamiliar to their own direct experience.</p>	<p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>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>
Speaking for a Range of Purposes Children should:	<p>Offer extra explanation (reasoning) and description (detail) in topic, regarding feelings and in response to texts, art and music (C&L, PSED, LIT, UTW, EAD)</p> <p>Solve problems (reasoning) including position (UTWGeographical skills and fieldwork)</p> <p>Compare- similarities and differences in relation to places (features), objects, materials and living things (UTW-Locational Knowledge & Fieldwork)</p>	<p>Organise their thoughts into sentences before expressing them.</p> <p>Be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud</p>	<p>Talk about themselves clearly and confidently.</p> <p>Verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>	<p>Organise what they want to say so that it has a clear purpose.</p> <p>Begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>Debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>
Participating in Discussion Children should:	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG L&A)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG L&A)</p>	<p>Recognise when it is their turn to speak in a discussion.</p> <p>Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>Give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>Engage in meaningful discussions that relate to different topic areas.</p> <p>Remain focused on a discussion when not directly involved and be able to recall the main pointswhen questioned.</p>	<p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>Take account of the viewpoints of others when participating in discussions.</p>	<p>Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>Begin to challenge opinions with respect.</p> <p>Engage in meaningful discussions in all areas of the curriculum</p>