

# Spring Meadow Primary and 'School House' Nursery



## Spoken Language Curriculum Overview

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### Purpose of study

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

### Aims

Our curriculum aims to ensure that all pupils:

- Develop confidence and competence in spoken language and listening skills.
- Develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.
- Are assisted in making their thinking clear to themselves as well as to others.

### Organisation

Through our spoken language curriculum pupils:

- Will be taught to understand and use the conventions of discussion and debate.
- Will be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.
- Will be able to adopt, create and sustain a range of roles, responding appropriately to others in role.
- Will have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

*“The limits of my language mean the limits of my world.” — Ludwig Wittgenstein.*

## Progression

Aspect	Year 1-6
<p data-bbox="147 316 362 384"><b>Spoken Language</b> Statutory</p> <p data-bbox="114 432 403 735">The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.</p>	<p data-bbox="427 268 786 296">All pupils should be taught to:</p> <ul data-bbox="477 309 2119 783" style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication.</li></ul>
<p data-bbox="147 983 362 1051"><b>Spoken Language</b> Non-statutory</p>	<ul data-bbox="477 831 2119 1241" style="list-style-type: none"><li>• Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.</li><li>• They should have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class.</li><li>• Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</li><li>• Attention should also be paid to increasing pupils’ vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.</li><li>• Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.</li></ul>

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>In the development of Listening Skills:</b>	<p>They listen to others, one to one or in small groups, when a conversation interests them.</p> <p>They can shift their attention independently (e.g. stopping and listening to an adult talking).</p> <p>They listen and can follow simple one-step directions (if not intently focused on own choice of activity).</p> <p>They can repeat back their basic one-step instruction.</p> <p>They maintain attention, concentrate and sit quietly during an activity e.g. story time.</p> <p>They can listen and do for short periods of time</p>	<p>They listen to others in a range of situations and usually respond appropriately e.g. asking a question during show and tell to a small group of peers.</p>	<p>They 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>They listen carefully and usually respond appropriately, mostly staying on topic, to adults and peers.</p> <p>They can repeat what has been said from careful, active listening.</p> <p>With prompts, they ask questions which are responsive to others' ideas e.g. in a small group structured debate.</p> <p>They are able to generate their own responses and ideas in relation to the topic and can share this.</p>	<p>They listen carefully and respond appropriately to adults and peers.</p> <p>They stay on topic and are active listeners.</p> <p>They can repeat back, and summarise, what has been said in their own words. With prompts, they ask questions that are responsive to others' ideas e.g. in a small group debate.</p> <p>They are able to generate their own responses in relation to what they have heard and can share this.</p>	<p>They listen carefully in a range of different contexts and respond appropriately to both adults and their peers.</p> <p>They can summarise what has been said in their own words.</p> <p>They stay on topic, and participate actively in collaborative conversations.</p> <p>They can ask open questions that are responsive to others' ideas, and actively share their own views e.g. in a structured debate.</p>	<p>They listen carefully in a range of different contexts, responding appropriately to both adults and peers, and make timely contributions.</p> <p>They are able to summarise others' views and can ask questions in response to these.</p> <p>They are able to generate their own views and responses relating to what they have heard.</p> <p>They participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>They listen, consider and evaluate different</p>

	<p>(two channelled attention).</p> <p>They begin to understand humour, e.g. nonsense rhymes and jokes.</p> <p>They laugh at humorous stories that are read to them.</p> <p>They can listen to, and follow, a story without pictures or props.</p> <p>They listen carefully in a range of situations.</p> <p>They can listen and respond to others whilst doing something at the same time, for longer periods of time.</p>						<p>viewpoints, attending to and building on the contributions of others.</p>
<p><b>In the development of Following Instructions</b></p>	<p>They can respond to simple instructions, e.g. to put away an object.</p> <p>They are able to respond to two-</p>	<p>They follow 2+ step instructions in different contexts e.g. when finishing work or drawing a picture.</p>	<p>They follow 2+ step instructions in different contexts e.g. when finishing work or drawing a picture.</p>	<p>They follow 2+ step instructions in different, unfamiliar situations.</p>	<p>They follow multistep instructions in different, unfamiliar situations.</p>	<p>They can follow complex, multi-step instructions in unfamiliar situations.</p>	<p>They can follow complex, multistep instructions in unfamiliar situations, the</p>

	<p>step simple instructions. They may use picture prompts to support them carrying out the instruction.</p> <p>They are able to follow instructions involving several ideas or actions.</p> <p>They may use picture prompts to support them carrying out the instruction.</p>	<p>They can say what their instructions were.</p>	<p>They can repeat back their instructions.</p> <p>They ask for clarification if they are unsure, independently.</p> <p>They try to have a go themselves before asking for support.</p>	<p>They ask questions for more clarification.</p> <p>They have a go themselves before asking for support.</p>	<p>They ask questions for more clarification.</p> <p>They have a go themselves before asking for support.</p>		<p>first time they are asked.</p>
<p><b>In the development of Asking/Answering Questions</b></p>	<p>They begin to understand 'why' and 'how' questions.</p> <p>They can answer simple questions about why/how something happens in their immediate world.</p> <p>They question why things happen and give explanations.</p> <p>They ask 'who, what, when and how' questions.</p>	<p>They ask simple questions linked to the topic being discussed.</p> <p>They can answer questions about a wider range of topics (although this is easier if topics are linked to personal experiences). These answers can either comprise of short sentences, or one/two word answers.</p>	<p>They show that they are listening by asking relevant questions.</p> <p>They begin to use full sentences to answer questions.</p> <p>They are able to explain their reasoning behind their answers when asked specifically by an adult.</p>	<p>They can ask relevant questions relating to what is presented to them, at an appropriate time.</p> <p>They speak in full sentences and can justify their answers with appropriate reasoning.</p>	<p>They can ask relevant questions to extend their understanding and build vocabulary and knowledge.</p> <p>They generate relevant questions, thinking about the intended audience and purpose. They ask questions at an appropriate time.</p> <p>They justify their reasoning with increasing fluency.</p>	<p>They ask relevant questions to deepen their understanding and further their knowledge.</p> <p>They regularly generate relevant questions, thinking carefully about the intended audience and purpose. They regularly ask questions at an appropriate time.</p> <p>They regularly justify their reasoning with</p>	<p>They regularly ask questions to deepen their understanding and further their knowledge.</p> <p>They articulate their questions and answers clearly, communicating appropriately to the intended audience.</p> <p>They answer questions with clarity and confidence, and</p>

	<p>They comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>They ask appropriate questions of others. They answer 'how' and 'why' questions about their own personal experiences. They can answer 'how' and 'why' questions from listening to stories.</p>					<p>increased fluency, without being prompted to.</p>	<p>can justify their answers with detail.</p>
<p><b>In the development of Vocabulary building and understanding/use of appropriate standard English</b></p>	<p>They start to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>They begin to a range of tenses (e.g. stay, staying, will stay, stayed).</p> <p>They use, and build up, vocabulary focused on objects</p>	<p>They use appropriate vocabulary to describe their immediate world and feelings.</p> <p>They regularly use simple coordination or subordination to link thoughts (e.g. using 'and' or 'because').</p>	<p>They start to use subject-specific vocabulary.</p> <p>They are able to think of words or phrases linked to the topic they are learning about.</p> <p>They regularly use a range of subordination and coordination to link thoughts and feelings.</p>	<p>They speak with increasing confidence and fluency. They regularly speak in grammatically correct sentences.</p> <p>They begin to use vocabulary which is subject-specific and also audience specific too.</p> <p>They are able to locate and</p>	<p>They speak audibly and fluently with an increasing command of Standard English.</p> <p>They use a range of grammatical techniques in speech e.g. varied, interesting adjectives, adverbial phrases and expanded noun phrases.</p>	<p>They speak audibly and fluently with a confident and increasing command of Standard English.</p> <p>They regularly use a range of grammatical techniques in speech e.g. varied, interesting adjectives, adverbial phrases</p>	<p>They speak audibly, fluently and with full command of Standard English.</p> <p>They recognise high quality, effective vocabulary in texts and make sense of this by using dictionaries to deduce its meaning. They then use it</p>

	<p>and people that are important to them.</p> <p>They focus on vocabulary that reflects the breadth of their experiences.</p> <p>They use past, present and future forms accurately when talking about events that have happened, or are to happen in the future.</p>	<p>They begin to recognise and think of synonyms and more interesting vocabulary choices.</p>	<p>They begin to adapt their language to the situation, considering if its formal or informal.</p> <p>They start to usually speak in grammatically correct sentences.</p>	<p>recognise high quality, effective vocabulary in texts. They then try to use this in their own everyday speech, sometimes using the vocabulary correctly.</p> <p>They are able to use their imagination and increasing vocabulary to discuss topics which they haven't personally experienced.</p>	<p>They are able to recognise high quality, effective vocabulary in texts. With prompting, they use a dictionary to deduce its meaning. They then begin to use this in their own everyday speech, sometimes correctly.</p> <p>They are able to alter their speech and vocabulary to match the level of formality of the situation.</p>	<p>and expanded noun phrases.</p> <p>They recognise high quality, effective vocabulary in texts that they read, or that are read to them. They then use this new vocabulary in their own everyday speech, often correctly.</p> <p>They regularly and effectively alter their speech and vocabulary to match the level of formality of the situation they are in.</p>	<p>correctly within their speech.</p> <p>They have a range of strategies to build their vocabulary.</p> <p>They use ambitious vocabulary which is appropriate to the topic, purpose and audience.</p> <p>They have a vast and rich vocabulary, and can now discuss abstract concepts more confidently and descriptively.</p>
<p><b>In the development of Drama/ Performance</b></p>	<p>They begin to use intonation, rhythm and phrasing to make their meaning clear to others.</p> <p>They talk confidently with other children when playing, and happily communicate about their own</p>	<p>They can speak clearly, and can be understood by themselves and others.</p> <p>They can speak in front of larger audiences e.g. in a show and tell session.</p> <p>They learn when it is their turn to</p>	<p>They speak confidently within a group of peers. They are easily understood and their message is clear.</p> <p>They read aloud to others and rehearse reading sentences aloud e.g.</p>	<p>They speak regularly in front of large audiences (e.g. class assemblies) and small audiences.</p> <p>They read aloud to others. They take note of feedback from others about how to improve.</p>	<p>They participate in discussions, presentations and performances.</p> <p>They regularly read aloud to others and take on board feedback about how to improve,</p>	<p>They regularly take part in discussions, presentations and performances.</p> <p>By adding expression and intonation, they gain the interest of the audience.</p> <p>They actively use feedback from</p>	<p>They participate confidently in discussions, presentations, performances, role-play exercises and improvisations.</p> <p>They gain, maintain and monitor the interest of the listener(s)</p>

	<p>home and community.</p> <p>They confidently speak to others about their own needs, wants, interests and opinions.</p> <p>They express themselves effectively, showing awareness of listeners' needs.</p> <p>They speak confidently in a familiar group, and will talk about their own ideas.</p>	<p>speak and can take turns. They wait during small group presentations or performances.</p> <p>They take part in a simple role play of a familiar story.</p>	<p>for a class performance.</p> <p>They can take on different roles during a role play and can discuss how a character would be feeling. They can give reasons for this.</p>	<p>They take on different roles during drama activities/roleplays and use appropriate phrases for the characters, showing an understanding of the characters' emotions and personality.</p>	<p>They use intonation when reading aloud, and consider punctuation. They can take on different roles during a drama performance, and can stay in character throughout.</p> <p>They can take part in focused discussions, considering the language choices of other speakers and how this varies in different situations/contexts.</p>	<p>others to improve their speaking performances. They are able to give constructive criticism to others in order to improve their performances, too.</p> <p>They show a confident grasp of role-play by adapting their phrases, posture, gestures and vocabulary choices to take on, and maintain, a character.</p>	<p>They select and use appropriate registers for effective communication</p>
<p><b>In the development of Speaking for a range of different purposes</b></p>	<p>They can retell a simple past event in the correct chronological order (e.g. went outside, fell over).</p> <p>They use talk to: connect ideas, explain what is happening and what might happen next, and</p>	<p>They recognise when it is their turn to speak in a discussion.</p> <p>They recognise that other people will have different responses to their own, and that these are equally as valuable.</p> <p>They orally rehearse and</p>	<p>They continue to orally rehearse sentences before speaking.</p> <p>They talk about themselves, and their immediate family, clearly and confidently.</p> <p>They are able to orally recount experiences which have happened to</p>	<p>They begin to organise what they have to say so that it has a purpose and clarity.</p> <p>They consider how to engage their audience when retelling narratives, recounts or giving descriptions. They add extra detail</p>	<p>They participate in debates and discussions. They are able to give their opinions on a range of topics.</p> <p>They make relevant points and ask relevant questions to gain further information.</p>	<p>humour where appropriate. They participate in debates and use information/data to justify their reasoning.</p> <p>They also regularly participate in meaningful discussions in different areas of the curriculum. These are</p>	<p>different purposes. They are able to communicate with clarity to a range of audiences, tailoring their communication appropriately.</p> <p>They use spoken language to develop understanding</p>

	<p>to recall past experiences.</p> <p>They use talk during role-play e.g. pretending the box is a castle.</p> <p>They remember and talk about significant events which happened to themselves personally. They recognise and describe special times and events for their immediate friends and family.</p> <p>They are able to talk about why things happen and how things work.</p> <p>They use language to imagine and recreate experiences during play.</p> <p>They link statements together to speak,</p>	<p>organise their thoughts into sentences before expressing them aloud.</p> <p>They are able to describe their immediate world and environment.</p> <p>They can retell simple stories out loud.</p>	<p>them, and can embellish them by adding interesting detail and adjectives. This detail begins to hold the interest of the listener.</p> <p>They are able to respond and offer ideas based upon what they have heard.</p> <p>They can engage in meaningful discussions that are focused on different topics.</p> <p>They remain focused throughout a discussion, even when not involved, and can recall the main points when asked.</p>	<p>and give adjectives and adverbs to excite the listener.</p> <p>They engage in discussions, making relevant points or asking relevant questions to show they are focused.</p> <p>They consider others' viewpoints during discussions.</p>	<p>They show respect to others and begin to challenge others' ideas.</p> <p>In response to what they have heard, they are able to adapt their ideas and reorganise them when necessary.</p> <p>They are able to participate in meaningful discussions in all areas of the curriculum.</p>	<p>sustained and longer than previous discussions.</p> <p>They show respect to all involved in the debate or discussion, developing, agreeing and abiding by the rules set.</p> <p>They confidently ask questions, offer suggestions, challenge ideas and share their own opinions during discussions and debates, ensuring that they are an active participant.</p>	<p>through speculating, hypothesizing, imagining and exploring ideas.</p> <p>They are active participants of discussions and debates. They stay on topic and initiate communication.</p> <p>They articulate and justify arguments, answers and opinions.</p> <p>They respond to comments with clarity and confidence.</p> <p>They are able to consider and evaluate different viewpoints, and can add to these, building on the contributions of others.</p> <p>They are able to reflect back on original thoughts if their opinions have changed</p>
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	<p>and stick to a main theme.</p> <p>They are able to use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>They can introduce a storyline and narrative into their play.</p> <p>They use talk to explain their understanding.</p> <p>They initiate conversations with others, attend to and take account of what others say.</p> <p>They listen and respond to ideas expressed by others in conversation and discussion.</p>						<p>through listening to others, and can justify why their opinions altered.</p> <p>They are able to summarize and offer an alternative explanation to a participant who is confused or needs further clarification.</p>
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	They develop their own narratives and explanations by connecting ideas or events through talk.						
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