



HORNCastle PRIMARY SCHOOL

Subject Progression – Spoken Language

Overall Purpose & Aims of English	<p>English has a pre-eminent place in education and society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literacy heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas; and are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. Pupils should be taught to control their speaking and writing consciously and to use Standard English. Teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.</p>
Speaking and Listening Purpose & Aims	<p>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. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practise of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should 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.</p>
Statutory Requirements	<p>For all year groups: 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 ● 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.</p>

From birth, children are already beginning to communicate through cries, sounds and non-verbal signals that parents will begin to understand as the child trying to communicate a need that it may have. Gradually, a child will begin to form words through listening to the people they are exposed too, and over time those words will be built into sentences.

In the Early Years, spoken language activities are extremely important. These are carefully planned around sharing good quality literature texts and introducing the children to new and exciting experiences such as STEM challenges. Many stimulating play opportunities are offered to the children in an enabling environment, where they feel safe to explore and experiment with new words and vocabulary, as well as being encouraged to ask and respond to questions about what they are experiencing. The role of the adult is extremely important for modelling and extending the children's vocabulary, encouraging them to explore and talk about what they are learning and valuing their ideas.

By the end of EYFS, most children will be able to:
 Answer 'how' and 'why' questions about their experiences and in response to stories or events
 Speak confidently in a familiar group and talk about their ideas.
 Express themselves effectively, showing an awareness of the listeners' needs.
 Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
 Develop their own narratives and explanations by connecting ideas or events.

table below outlines the most relevant Early Years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage to match the programme of study for spoken language. The most relevant early years outcomes for spoken language are taken from the following areas of learning:

Communication and Language
 Personal, Social and Emotional Development
 Understanding the World
 Being Imaginative

Listening Skills	Following Instructions	Asking and Answering Questions	Drama, Performance and Confidence	Vocabulary Building and Standard English	Speaking for a Range of Purposes	Participating in Discussion
<p>30-50 Months Communication and Language – Listening and Attention</p> <ul style="list-style-type: none"> To listen to others one-to-one or in small groups, when a conversation interests them. To focus attention – still listen or do, but can shift own attention. To be able to follow directions (if not intently focused on own choice of activity). <p>40-60 Months Communication and Language – Listening and Attention</p> <ul style="list-style-type: none"> To maintain attention, concentrate and sit quietly during appropriate activity. To have two-channelled attention – can listen and do for short span. <p>Communication and Language – Understanding</p> <ul style="list-style-type: none"> To understand humour, e.g. nonsense rhymes, jokes. To follow a story without pictures or props <p>ELG Communication and Language – Listening and Attention</p> <ul style="list-style-type: none"> To listen attentively in a range of situations. To give their attention to what others say and respond appropriately, while engaged in another activity. 	<p>30-50 Months Communication and Language – Understanding</p> <ul style="list-style-type: none"> To respond to simple instructions, e.g. to get or put away an object. <p>40-60 months Communication and Language - Understanding</p> <ul style="list-style-type: none"> To respond to instructions involving a two-part sequence. <p>ELG Communication and Language - Understanding</p> <ul style="list-style-type: none"> To follow instructions involving several ideas or actions. 	<p>30-50 Months Communication and Language – Understanding</p> <ul style="list-style-type: none"> To begin to ask 'why' and 'how' questions. <p>Communication and Language - Speaking</p> <ul style="list-style-type: none"> To question why things happen and give explanations and ask questions, e.g. who, what, when, how. <p>Understanding The World – The World</p> <ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. <p>40-60 Months Personal, Social and Emotional Development – Making Relationships</p> <ul style="list-style-type: none"> To ask appropriate questions of others. <p>ELG Communication and Language – Speaking</p> <ul style="list-style-type: none"> To answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<p>30-50 Months Personal, Social and Emotional Development – Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> To talk confidently with other children when playing and communicate freely about home and community. <p>Communication and Language – Speaking</p> <ul style="list-style-type: none"> To use intonation, rhythm and phrasing to make the meaning clear to others. <p>Expressive Arts and Design – Being Imaginative</p> <ul style="list-style-type: none"> To build stories around toys, e.g. farm animals needing rescuing from an armchair 'cliff'. <p>40-60 months Personal, Social and Emotional Development – Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> To confidently speak to others about own needs, wants, interests and opinions. <p>Expressive Arts and Design – Being Imaginative</p> <ul style="list-style-type: none"> To introduce a storyline or narrative into their play. <p>ELG Personal, Social and Emotional Development – Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> To speak confidently in a familiar group and talk about their ideas. <p>Communication and Language – Speaking</p> <ul style="list-style-type: none"> To express themselves effectively, showing an awareness of the listeners' needs. <p>Expressive Arts and Design – Being Imaginative</p> <ul style="list-style-type: none"> To represent their own ideas, thoughts and feelings through role play and stories. 	<p>30-50 Months Communication and Language – Speaking</p> <ul style="list-style-type: none"> To begin to use more complex sentences to link thoughts (e.g. using and, because) To use a range of tenses (e.g. play, playing, will play, played) To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences. <p>ELG Communication and Language - Speaking</p> <ul style="list-style-type: none"> To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<p>30-50 Months Communication and Language – Speaking</p> <ul style="list-style-type: none"> To retell a simple past event in correct order (e.g. went down slide, hurt finger). To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' <p>Understanding the World – People and Communities</p> <ul style="list-style-type: none"> To remember and talk about significant events in their own experience. To recognise and describe special times or events for family or friends. <p>Understanding the World – The World</p> <ul style="list-style-type: none"> To talk about why things happen and how things work. <p>40-60months Communication and Language - Speaking</p> <ul style="list-style-type: none"> To use language to imagine and re-create roles and experiences in play situations. To link statements and stick to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a story line or narrative into their play. <p>Personal, Social and Emotional Development – Making Relationships</p> <ul style="list-style-type: none"> To explain own knowledge and understanding. <p>ELG Communication and Language – Speaking</p> <ul style="list-style-type: none"> To develop their own narratives and explanations by connecting ideas or events. 	<p>40-60 Months Personal, Social and Emotional Development – Making Relationships</p> <ul style="list-style-type: none"> To initiate conversations, attend to and take account of what others say. <p>Communication and Language – Understanding</p> <ul style="list-style-type: none"> To listen and respond to ideas expressed by others in conversation or discussion.

Text Types

See Reading or Writing Progression: where text types are detailed for English and are the same for reading, writing and spoken language.

			Year 1	Year 2	Years 3 and 4	Years 5 and 6
	Within Reading		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •Recognising and joining in with predictable phrases •learning to appreciate rhymes and poems, and to recite some by heart <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> •discussing the significance of the title and events •participate in discussion about what is read to them, taking turns and listening to what others say •explain clearly their understanding of what is read to them. <p>NON STATUTORY Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> •Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently •discussing the sequence of events in books and how items of information are related •becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales •discussing and clarifying the meanings of words, linking new meanings to known vocabulary •discussing their favourite words and phrases •continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear •answering and asking questions •participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say •explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>These objectives will be introduced in Year 3, and consolidated in Year 4</p> <p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> •listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> •checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context •asking questions to improve their understanding of a text •participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <p>NON-STATUTORY Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.</p> <p>Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>	<p>These objectives will be introduced in Year 5, and consolidated in Year 6</p> <p>Pupils should be taught to:</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> •continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <ul style="list-style-type: none"> •recommending books that they have read to their peers, giving reasons for their choices •identifying and discussing themes and conventions in and across a wide range of writing •learning a wider range of poetry by heart •preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> •checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding •discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>

		Year 1	Year 2	Years 3 and 4	Years 5 and 6	
	Within Writing	Composition	<p>Pupils should be taught to: Write sentences by:</p> <ul style="list-style-type: none"> •saying out loud what they are going to write about •composing a sentence orally before writing it •sequencing sentences to form short narratives <p>discuss what they have written with the teacher or other pupils</p> <ul style="list-style-type: none"> •read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>NON-STATUTORY Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p>	<p>Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none"> •discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar •discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> •composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
		Vocabulary, Grammar and Punctuation.	<p>joining words and joining clauses using and (verbally)</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>