



## Spoken Language Progression

### Pye Green Academy



#### **Spoken Language at Pye Green Academy**

At Pye Green Academy, we understand the importance of spoken language for all our pupils. Spoken language is fundamental to the development of speaking, listening and communication skills. It also underpins and impacts the development of our reading and writing. Therefore, we ensure language development is at the forefront of our curriculum and provide pupils with a language rich environment. Each year group has planned opportunities to revisit, practise and develop spoken language, enabling pupils to improve vocabulary, communication and listening skills. We ensure pupils experience speaking and listening in different contexts and encourage pupils to speak effectively to different audiences for varying purposes. Constructive feedback and accurate modelling from adults allow pupils to develop their spoken language skills for life beyond our school.

#### **Spoken Language in the Early Years**

We understand that many children entering our Reception classes have spoken language skills that are below national standards. Our staff are committed to removing this barrier to learning by providing pupils with valuable learning opportunities from the moment they start at Pye Green. Through accurate modelling, language-rich learning experiences and frequent exposure to new vocabulary, we support our pupils to be confident, articulate speakers who are able to express themselves and their ideas clearly. All pupils at Pye Green, regardless of their starting point, are provided with opportunities to develop their understanding and use of spoken language. Carefully planned activities provide the necessary support for pupils to achieve the Early Learning Goals for communication and language.

#### Development Matters - Communication and language

- Listening and attention  
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Understanding  
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Speaking  
Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## National Curriculum Statements

- 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.

## Spoken Language Progression Statements

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Pupil listen and concentrate on the person talking with some recall of information	- Pupils listen and recall relevant information	- Pupils listen to information and, with support, identify the key points	- Pupils listen to complex information and identify the key points with support	- Pupils listen to complex information and identify key points	- Pupils listen and understand the key points made by a number of speakers
- Pupils respond to adults and peers when prompted	- Pupils share simple responses to adults and peers in discussions	- Pupils develop their responses to adults and peers in discussions	- Pupils play an active part in discussions with adults and peers	- Pupils respond to adults and peers with increasing confidence and appropriateness	- Pupils confidently engage in discussions with adults and peers, staying on topic
- Pupils use 'how' and 'why' questions to find out new information	- Pupils ask questions to find out new information	- Pupils use a range of questions to find out new information and begin to answer questions from peers	- Pupils ask and answer questions about what they are learning and topics of interest	- Pupils ask relevant questions to extend their understanding and knowledge	- Pupils frequently ask and answer questions, responding to the thoughts and ideas of others

<ul style="list-style-type: none"> <li>- Pupils ask simple questions to develop their understanding of the topic</li> <li>- Pupils are exposed to new vocabulary with information from adults to understand what they mean</li> <li>- Pupils listen to adults explain the meanings of unfamiliar words</li> <li>- Pupils expand and attempt to apply new vocabulary to discussions with adults</li> <li>- Pupils share their thoughts and feelings with others</li> <li>- Pupils tell stories and retell their own experiences responding</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils question adults to develop their understanding of the topic</li> <li>- Pupils build their vocabulary through discussions with adults and begin to use a dictionary</li> <li>- Pupils listen and respond to adults explaining the meanings of unfamiliar words</li> <li>- Pupils begin to select appropriate vocabulary which is relevant to the topic</li> <li>- Pupils explain their thoughts and feelings with adults and peers</li> <li>- Pupils express personal feelings and recounts with clarity</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils recognise asking others questions can develop their own understanding</li> <li>- Pupils develop their vocabulary through the use of a dictionary and discussions with adults</li> <li>- Pupils discuss the meanings of unfamiliar words with adults</li> <li>- Pupils use vocabulary which is relevant to the topic</li> <li>- Pupils explain and begin to justify their thoughts and opinions with adults and peers</li> <li>- Pupils express personal feelings and recounts with clarity,</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are supported with question prompts to allow them to ask questions and develop their understanding</li> <li>- Pupils know to use a dictionary, technology or adult support to build their understanding of vocabulary</li> <li>- Pupils engage in discussions with adults about the meanings of unfamiliar words</li> <li>- Pupils use new vocabulary which is relevant to the topic</li> <li>- Pupils justify their thoughts and opinions with adults and peers using simple explanations</li> <li>- Pupils present personal feelings and recounts in a structured</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are encouraged to ask questions to support their developing understanding</li> <li>- Pupils make use of classroom resources to understand the meaning of new vocabulary</li> <li>- Pupils confidently explain the meanings of words after a discussion with the teacher</li> <li>- Pupils use adventurous vocabulary which is relevant to the topic and audience</li> <li>- Pupils gain confidence when justifying thoughts and opinions with adults and peers</li> <li>- Pupils present information and recounts coherently</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are not afraid to ask questions to support their developing understanding</li> <li>- Pupils make use of classroom resources to decipher new and challenging vocabulary</li> <li>- Pupils confidently explain the meanings of words and offer alternatives</li> <li>- Pupils use adventurous vocabulary which is relevant to the topic, audience and purpose</li> <li>- Pupils justify their thoughts and opinions confidently with adults and peers</li> <li>- Pupils adapt the presentation of their information to suit the</li> </ul>
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<p>to questions about feelings</p> <ul style="list-style-type: none"> <li>- Pupils maintain attention and participate in conversations in small groups, guided by an adult</li> <li>- Pupils develop their understanding of key information through conversations with adults</li> <li>- Pupils have Standard and Non Standard English modelled to them in appropriate situations</li> <li>- Pupils use language that is appropriate to their age and easy to understand</li> <li>- Pupils are supported to express themselves in ways appropriate to the environment</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils take turns to talk, listen and respond in small group conversations</li> <li>- Pupils participate in simple conversations to deepen their understanding of key information</li> <li>- Pupils have a developing awareness of Standard and Non Standard English</li> <li>- Pupils consistently speak clearly in a way this is easy to understand</li> <li>- Pupils begin to express themselves with less dependence on the adult</li> </ul>	<p>making connections between ideas and thoughts</p> <ul style="list-style-type: none"> <li>- Pupils initiate and maintain conversations with adults and peers</li> <li>- Pupils use conversations to develop their understanding of key information</li> <li>- Pupils have an awareness of Standard and Non Standard English</li> <li>- Pupils speak clearly and fluently with an awareness of Standard English</li> <li>- Pupils are supported to express themselves in a variety of scenarios</li> </ul>	<p>way</p> <ul style="list-style-type: none"> <li>- Pupils sustain a conversation with adults and peers, expressing themselves clearly</li> <li>- Pupils participate in conversations to develop their understanding</li> <li>- Pupils begin to recognise the difference between Standard and Non Standard English</li> <li>- Pupils speak fluently and, with support, can identify when Standard English is appropriate</li> <li>- Pupils are encouraged to express themselves in a variety of scenarios</li> </ul>	<p>and confidently</p> <ul style="list-style-type: none"> <li>- Pupils use a range of strategies to actively participate in a flowing conversation</li> <li>- Pupils engage in conversations to deepen and extend their understanding</li> <li>- Pupils recognise the difference between Standard and Non Standard English</li> <li>- Pupils understand the importance of Standard English and begin to alter their speech with support</li> <li>- Pupils have the opportunity to express themselves in a formal and informal scenarios</li> </ul>	<p>listener</p> <ul style="list-style-type: none"> <li>- Pupils contribute effectively and develop conversations with adults and peers</li> <li>- Pupils actively engage in conversations to deepen and extend their understanding</li> <li>- Pupils understand the difference between Standard English and Non Standard English</li> <li>- Pupils recognise times when Standard English is appropriate and alter their speech accordingly</li> <li>- Pupils have the opportunity to express themselves in a variety of situations, including formal and informal scenarios</li> </ul>
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<p>- Pupils participate in short presentations and performances</p>	<p>- Pupils participate in presentations, performances and role play scenarios</p>	<p>- Pupils participate in a variety of performances with support from adults</p>	<p>- Pupils participate in a variety of performances in front of an audience with support from adults and peers</p>	<p>- Pupils participate in a variety of performances to convey meaning to an audience</p>	<p>- Pupils participate in a variety of performances and can adapt their voices (register and volume) to convey meaning to a wider audience</p>
<p>- Pupils listen and imitate the use of expression</p>	<p>- Pupils develop the use of expression to maintain the reader's attention</p>	<p>- Pupils recognise the need for volume and expression to maintain listener's attention</p>	<p>- Pupils explore a variety of ways to gain and maintain listener's attention</p>	<p>- Pupils are increasingly aware of ways to gain and maintain the listener's attention</p>	<p>- Pupils use a variety of ways to gain, maintain and monitor the listener's attention</p>
<p>- Pupils listen to the responses of others</p>	<p>- Pupils listen to the opinions of others and begin to note differences to their own ideas</p>	<p>- Pupils recognise and consider differences in opinions and viewpoints</p>	<p>- Pupils respect and evaluate the differences in opinions and viewpoints of others</p>	<p>- Pupils respect and build on different viewpoints of others</p>	<p>- Pupils are respectful of others in discussions and use their ideas to support or challenge their viewpoints</p>
<p>- Pupils listen to constructive feedback about their spoken language</p>	<p>- Pupils listen to constructive feedback about specific elements of their spoken language</p>	<p>- Pupils listen to constructive feedback and identify where improvements to their spoken language could be made</p>	<p>- Pupils listen to constructive feedback and make improvements to their spoken language</p>	<p>- Pupils begin to use constructive feedback to revise and improve their spoken language</p>	<p>- Pupils use constructive feedback to revise and improve their spoken language</p>