



Progression of Skills: Spoken Language

EYFS

- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context – 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Make themselves understood, and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w.
- Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'

Three and Four-Year-Olds

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver

Early Learning Goals

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future

Year 1

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| <ul style="list-style-type: none"> • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently • discuss the significance of the title and events • recite some poems and rhymes by heart • participate in discussion about what is read to him/her, taking turns and listening to what others say • explain clearly his/her understanding of what is read to him/her • say out loud what he/she is going to write about • compose a sentence orally before writing it • discuss what he/she has written with the teacher or other pupils • read aloud his/her writing clearly enough to be heard by the group and the teacher | <ul style="list-style-type: none"> • recognise and use language relating to dates, including days of the week, weeks, months and years • use the language of time (including telling the time throughout the day first using o'clock and then half past) • describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside • discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, | <ul style="list-style-type: none"> • in working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language) |
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		altogether, total, take away, distance between, difference between, more than and less than	
<u>Year 2</u>	<ul style="list-style-type: none"> • listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently • discuss the sequence of events in books and how items of information are related • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • discuss his/her favourite words and phrases • answer and ask questions • participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say • explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself • develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about 		
<u>Year 3</u>	<ul style="list-style-type: none"> • listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks • prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action • discuss words and phrases that capture the reader's interest and imagination • ask questions to improve his/her understanding of a text • participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say • compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (English Appendix 2) • read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle. 	<ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • make a spoken report on findings from scientific enquiries • use relevant scientific language to discuss his/her ideas and communicate findings in ways that are appropriate for different audiences

<p><u>Year 4</u></p>	<ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discuss words and increasingly complex phrases that capture the reader's interest and imagination • ask reasoned questions to improve his/her understanding of a text • participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down 	<ul style="list-style-type: none"> • ask relevant questions with reasoning and use different types of scientific enquiries to answer them • make a clear and reasoned report on findings from scientific enquiries • use relevant scientific language to discuss his/her ideas with reasoning, and communicate findings in ways that are appropriate for different audiences
<p><u>Year 5</u></p>	<ul style="list-style-type: none"> • listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • ask questions to improve his/her understanding • identify and discuss themes and conventions in and across a wide range of writing • participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously • explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • perform his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is clear 	<ul style="list-style-type: none"> • pronounce mathematical vocabulary correctly • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • use and understand the terms factor, multiple and prime, square and cube numbers • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	<ul style="list-style-type: none"> • report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas and should talk about how scientific ideas have developed over time

Year 6

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| <ul style="list-style-type: none">• continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• prepare 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• discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader• ask specific reasoned questions to improve his/her understanding• identify and discuss themes and conventions in and across a wide range of writing with reasoning• participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning• explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary• perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear | <ul style="list-style-type: none">• pronounce mathematical vocabulary correctly and confidently• use the whole number system, including saying, reading and writing numbers accurately• describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements• describe positions on the full coordinate grid (all four quadrants) | <ul style="list-style-type: none">• report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations• use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time |
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“Think big, think differently and always creatively”

Haverigg Primary School