

# **HAYES MEADOW PRIMARY SCHOOL**



## **ENGLISH KNOWLEDGE AND SKILLS**

### **SPOKEN LANGUAGE PROGRESSION DOCUMENT**

## SPOKEN LANGUAGE

### RECEPTION

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### YEAR 1

- Speak clearly and confidently in front of others
- Retell a well-known story, remembering the main characters
- Prepare to use 'new' words when communicating
- Hold attention well when collaborating with others
- Does not stray away from main topic when engaged in collaborative talk
- Prepare to ask relevant questions to extend understanding and knowledge
- Initiate conversation in a collaborative situation
- Listen carefully to what others are saying in group talk
- Respond appropriately to what others say in group talk
- Happy to join in with role play

### YEAR 2

- Ask questions to gain information and to clarify meaning
- Express themselves using complete sentences when required
- Make specific vocabulary choices, for example – technical ;language
- Take turns when talking in pairs or in small groups
- Offer appropriate comments in paired or small group discussion
- Begin to be aware that formal and informal situations require a different role and language
- Retell a familiar story using narrative language and linking words and phrases
- Hold the attention of listeners by adapting the way we talk
- Begin to understand how to speak for different purposes and audiences
- Perform a simple poem from memory

## SPOKEN LANGUAGE

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• Sequence and communicate ideas in an organised and logical way in complete sentences as required</li> <li>• Vary the amount of detail and choice of vocabulary dependent on the purpose and audience</li> <li>• Participate fully in paired and group discussions</li> <li>• Show understanding of the main points in a discussion</li> <li>• Start to show awareness of how and when Standard English is used</li> <li>• Retell a story using narrative language and added relevant detail</li> <li>• Show they have listened carefully through making relevant comments</li> <li>• Formally present ideas or information to an audience</li> <li>• Recognise that meaning can be expressed in different ways dependent on the context</li> <li>• Perform poems from memory adapting expression and tone as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to clarify or develop understanding</li> <li>• Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required</li> <li>• Show understanding of the main points and significant details in a discussion</li> <li>• Increasingly adapt what is said to meet the needs of the audience and purpose</li> <li>• Show understanding of how and why language choices vary in different contexts</li> <li>• Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• Justify answers with evidence</li> <li>• Understand when the context requires the use of Standards English</li> <li>• Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the interest of the listener by varying their expression and vocabulary</li> <li>• Adapt spoken language to the audience, purpose and context</li> <li>• Explain the effect of using different language for different purposes</li> <li>• Develop ideas and opinions with relevant detail</li> <li>• Express ideas and opinions, justifying a point of view</li> <li>• Show understanding of the main points, significant details and implied meanings in a discussion</li> <li>• Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views</li> <li>• Begin to use Standard English in formal situations</li> <li>• Begin to use hypothetical language to consider more than one possible outcome or solution</li> <li>• Perform own compositions, using appropriate intonation and volume so that meaning is clear</li> <li>• Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone</li> <li>• Understand and begin to select the appropriate register according to the context</li> </ul>	<ul style="list-style-type: none"> <li>• Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate</li> <li>• Ask question to develop ideas and make contributions that take account of others' views</li> <li>• Explain ideas and opinions giving reasons and evidence</li> <li>• Take an active part in discussions, taking different roles</li> <li>• Listen to and consider the views and opinions of others in discussions</li> <li>• Make contributions to discussions, evaluating others' ideas and responding to them</li> <li>• Sustain and argue a point of view in a debate, using formal language of persuasion</li> <li>• Express possibilities using hypothetical and speculative language in science and when discussing reading</li> <li>• Engage listeners through choice of vocabulary and register according to the context</li> <li>• Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear</li> <li>• Perform poems or play from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere</li> </ul>