



Kew Woods Primary School Whole School Progression Map - Spoken Language



Listening and Responding Appropriately							
Listening and responding appropriately	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Listen to others one to one or in small groups, when conversation interests them.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Focus attention - still listen or do, but can shift own attention.</p> <p>Follow directions (if not intently focused on own choice of activity).</p> <p>Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Respond to simple instructions, e.g. to get or put away an object.</p> <p>Maintain attention, concentrate and sit quietly during appropriate activity.</p>	<p>Listen to others in a range of situations and usually respond appropriately.</p> <p>Understand instructions with more than one point.</p> <p>Listen attentively and express simple views on a subject.</p> <p>Engage in imaginative play and act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation.</p> <p>Vary their voice for effect.</p> <p>Respond to what they hear with relevant comments.</p>	<p>Listen carefully and respond with increasing appropriateness to what has been said.</p> <p>Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>Attempt to follow instructions before seeking assistance.</p> <p>Listen to others and begin to summarise some of the main points.</p> <p>Express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences.</p>	<p>Follow instructions in a range of unfamiliar situations.</p> <p>Recognise when it is needed and ask for specific additional information to clarify instructions.</p> <p>Listen and respond to others making connected comments and begin to extend the points made by others.</p> <p>Explore and imagine feelings within both story and real life settings.</p> <p>Express views and feelings and confidently speculate on a range of possible outcomes.</p> <p>Explain ideas in a manner appropriate to the listener.</p> <p>Listen to others' views and preferences, agree next steps to take, and consider alternatives.</p> <p>Understand the meaning of some phrases beyond the literal interpretation.</p>	<p>Follow complex directions/multi-step instructions without the need for repetition.</p> <p>Listen to others, work out which information is important and make relevant and related comments.</p> <p>Make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations - both familiar and unfamiliar).</p> <p>Recognise when the listener is losing interest and will use intonation and expression to engage interest.</p> <p>Explain ideas in a manner appropriate to the listener.</p> <p>Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.</p>	<p>Listen carefully, making timely contributions which add challenge to ideas and asking questions that are responsive to others' ideas and views.</p> <p>Follow complex directions/multi-step instructions without the need for repetition.</p> <p>Listen attentively to ideas and respond appropriately with positive comments, observant suggestions and challenges.</p> <p>Use a growing range of vocabulary to speculate and hypothesise e.g. <i>presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</i>.</p> <p>Understand the importance of intonation and expression in their own and others' talk, and how a change of volume or tone can re-focus or grab the listener's attention.</p> <p>Interpret and respond to different viewpoints by making relevant comments that build on</p>	<p>Make improvements based on constructive feedback on their listening skills.</p> <p>Follow complex directions/multi-step instructions without the need for repetition.</p> <p>Use a wide range of vocabulary (<i>cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</i>) to speculate about possible outcomes in narrative and real life situations.</p> <p>Begin to vary delivery and tone to convey meaning and to match to the needs of the audience.</p> <p>Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.</p>



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	<p>Two-channelled attention - can listen and do for short span.</p> <p>Respond to instructions involving a two-part sequence.</p> <p>Understand humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Listen and respond to ideas expressed by others in conversation or discussion.</p> <p>Listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Follow instructions involving several ideas or actions.</p>					<p>the contributions of others.</p> <p>Understand how to answer questions that require more than a yes/no or single sentence response.</p> <p>Recognise and explain some idioms.</p> <p>Understand irony (when it is obvious).</p>	
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Ask and Answer Questions							
Ask/answer questions	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Begin to understand 'why' and 'how' questions.</p> <p>Question why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Ask appropriate questions of others.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Begin to ask questions that are linked to the topic being discussed to extend knowledge and understanding.</p> <p>Answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>Show that they are following a conversation by asking relevant and timely questions.</p> <p>Answer questions using clear sentences.</p> <p>Begin to give reasoning behind their answers when prompted to do so.</p> <p>Show interest and ask lots of questions to find out specific information.</p>	<p>Ask questions that relate to what has been heard or what was presented to them.</p> <p>Begin to offer support for their answers to questions with justifiable reasoning.</p> <p>Ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc.</p>	<p>Generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>Regularly offer answers that are supported with justifiable reasoning.</p> <p>Begin to recognise the difference between open and closed questions and start to demonstrate that they can use/apply these appropriately.</p>	<p>Ask questions which are increasingly thoughtful, deepen conversations and/or further their knowledge to both peers and adults.</p> <p>Understand how to answer questions that require more detailed answers and justification.</p>	<p>Regularly ask relevant questions to extend their understanding and knowledge and to suit different situations.</p> <p>Articulate and justify answers with confidence in a range of situations.</p>

Speaking Clearly for a Range of Purposes and Audiences							
Speaking for a range of purposes	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>Organise their thoughts into sentences before expressing them.</p> <p>Describe their immediate world and environment.</p> <p>Retell simple stories and recounts aloud mainly making appropriate tense choices, using character names and basic sequencing.</p>	<p>Talk about themselves clearly and confidently.</p> <p>Verbally recount experiences with some added interesting details and clarity, beginning to make connections between ideas or thoughts.</p> <p>Offer ideas based on what has been heard.</p>	<p>Organise what they want to say so that it has a clear purpose.</p> <p>Begin to give descriptions, recounts and narrative retellings with added details to engage listeners, knowing when to add detail and when to leave it out.</p>	<p>Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>Debate issues and make their opinions on topics clear.</p>	<p>Plan and present information clearly with ambitious added detail and description for the listener.</p> <p>Participate in debates/arguments and use relevant details to support their opinions and add humour where appropriate.</p>	<p>Communicate confidently across a range of contexts and to a range of audiences.</p> <p>Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others.</p> <p>Give well-structured descriptions, explanations,</p>



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	<p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Use language to express opinion and explain.</p> <p>Uses a more formal tone with the adults in school.</p> <p>Speak in a way that is clear and easy to understand.</p> <p>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</p> <p>Identify syllables within words.</p> <p>Give just enough detail to keep the audience engaged.</p>	<p>Use more complicated grammar to explain or justify opinion.</p> <p>Know that they need to use different styles of talk with different people.</p> <p>Speak in a way that is clear and easy to understand.</p> <p>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</p> <p>Identify syllables within words.</p> <p>Give just enough detail to keep the audience engaged.</p>	<p>Express personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts.</p> <p>Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.</p> <p>With support, make more formal language choices when speaking to visitors and staff in school.</p> <p>Use verbs with irregular endings.</p> <p>Use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p> <p>Bring stories to life with expression and intonation.</p>	<p>Adapt their ideas in response to new information.</p> <p>Present information or personal feelings in a structured way, with key ideas highlighted.</p> <p>Articulate and justify opinion on a character, event or situation in response to a question or prompt.</p> <p>In familiar situations, recognise for themselves when to use formal language.</p> <p>Use verbs with irregular endings.</p> <p>Use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p> <p>Bring stories to life with expression and intonation.</p>	<p>Present information or personal feelings coherently selecting memorable details including specific vocabulary.</p> <p>Articulate clearly and justify more complex opinions and answers about a character, event or situation.</p> <p>Select the appropriate register in familiar situations.</p> <p>Vary the length and structure of sentences.</p> <p>Narrate detailed and exciting stories.</p> <p>Use the conventions and structure appropriate to the type of story being told.</p>	<p>presentations and narratives for different purposes, including for expressing feelings.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p> <p>Adapt the structure of talk in ways which support meaning and show attention to the listener.</p> <p>Adapt language style and register to suit the purpose in a range of situations.</p>
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Using Vocabulary Appropriately & Using Standard English							
Using vocabulary appropriately & Standard English	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Begin to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Use a range of tenses (e.g. play, playing, will play, played).</p> <p>Use vocabulary focused on objects and people that are of particular importance to them.</p> <p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Link statements and stick to a main theme or intention.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduce a storyline or narrative into their play.</p>	<p>Use appropriate vocabulary to describe their immediate world and feelings.</p> <p>Think of alternatives for simple vocabulary choices.</p> <p>Select specific words to make the meaning clearer.</p> <p>Use subject specific vocabulary to explain and describe.</p>	<p>Use subject-specific vocabulary to explain, describe and add detail.</p> <p>Suggest words or phrases appropriate to the topic being discussed.</p> <p>Start to vary language according to the situation between formal and informal.</p> <p>Usually speak in grammatically correct sentences.</p> <p>Ask for the meaning of unknown words.</p> <p>Use newly introduced topic words appropriately in a sentence.</p> <p>Use speech that is consistently easy to understand and clear.</p>	<p>Use vocabulary that is appropriate to the topic and/or the audience.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>Discuss topics that are unfamiliar to their own direct experience.</p> <p>Use newly introduced topic words and more adventurous vocabulary appropriately.</p> <p>Speak clearly using more sophisticated language to explain, justify and relay information.</p> <p>Use time, size and other measurements to quantify.</p>	<p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech, which are appropriate to the topic and audience.</p> <p>Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p> <p>Use a wider range of verbs and adverbs within their everyday and more formal speech and begin to understand the effect.</p> <p>Speak clearly and fluently about a range of events.</p> <p>Use complex sentences to communicate clearly and explain further.</p> <p>Use time, size and other measurements to quantify.</p>	<p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p> <p>Evaluate the effectiveness and impact of their own and others' word choices.</p> <p>Begin to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow.</p> <p>Use adventurous and sophisticated vocabulary.</p> <p>Explain the meaning of words, offering alternatives.</p> <p>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.</p> <p>Speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>Use a broad, deep and rich vocabulary to discuss abstract concepts.</p> <p>Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect.</p> <p>Use complex sentence structures including a wide range of phrases that include determiners, modifiers and other techniques with confidence and is fluent and clear in a wide range of situations to add extra interest and clarity.</p>



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	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.					Comment on the grammatical structure of a range of spoken and written accounts.	Explain the meaning of words, offering alternatives.
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Drama and Performance							
Drama and Performance	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Use talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>	<p>Speak clearly in a way that is easy to understand.</p> <p>Speak in front of larger audiences.</p> <p>Know when it is their turn to speak in a small group presentation or play performance.</p> <p>Take part in a simple role play of a known story.</p> <p>Use character voices in context.</p>	<p>Speak confidently within a group of peers so that their message is clear.</p> <p>Practise and rehearse reading sentences and stories aloud.</p> <p>Take on a different role in a drama or role play and discuss the character's feelings, taking on some characteristics and/or the voice of the character being played.</p> <p>Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>Speak regularly in front of large and small audiences.</p> <p>Participate, create and sustain role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>Use intonation when reading aloud to emphasise punctuation.</p> <p>Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character, showing an understanding of the character through speech (content, style, intonation and expression), gesture and movement.</p> <p>Discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>Narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>Develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation.</p>	<p>Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Select and use appropriate registers for effective communication.</p> <p>Demonstrate the ability to adapt a character to different scenarios and is able to sustain a role effectively.</p>



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Participating in Discussions							
Participating in discussions	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Initiate conversations, attend to and take account of what others say.</p> <p>Listen and respond to ideas expressed by others in conversation or discussion.</p>	<p>Recognise when it is their turn to speak in a discussion and listens carefully to the contributions of others.</p> <p>Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p> <p>Behave appropriately during interactions and demonstrates the use of some non-verbal gestures - looking, eye gaze, posture- turning towards the speaker when talking to others.</p> <p>Vary language between formal and informal according to the situation.</p> <p>Add humour to a discussion or debate where appropriate.</p>	<p>Give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>Engage in and contribute to meaningful discussions that relate to different topic areas and is uses some imaginative and adventurous vocabulary.</p> <p>Remain focused on a discussion when not directly involved and recall the main points when questioned.</p> <p>Take turns to talk, listening carefully to the contributions of others.</p> <p>Vary language between formal and informal according to the situation.</p> <p>Add humour to a discussion or debate where appropriate.</p>	<p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>Take account of the viewpoints of others when participating in discussions.</p> <p>Keep talk purposeful and stay on topic, and begins to use gestures and intonation to further meaning.</p> <p>Present and structure information in different ways.</p> <p>Seek clarification by actively seeking to understand others' points of view.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p>	<p>Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>Engage in meaningful discussions in all areas of the curriculum.</p> <p>Present information in a structured way use specific vocabulary.</p> <p>Adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p>	<p>Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>Engage in longer and sustained discussions about a range of topics giving enough detail to keep the reader interested.</p> <p>Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p> <p>Present information clearly using an introduction, relevant ideas and a conclusion.</p> <p>Use well-chosen and specific vocabulary.</p> <p>Negotiate and compromise by offering alternatives.</p> <p>Debate, using relevant details to support points.</p> <p>Begin to offer alternative explanations when others don't understand.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>Offer an alternative explanation when other participant(s) do not understand.</p> <p>Structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect).</p> <p>Negotiate and compromise by offering alternatives.</p> <p>Debate, using relevant details to support points.</p>



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