

Spoken Language Progression

Year 1

- Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation
- Ask questions to find out things using 'how' and 'why' when prompted
- Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration)
- Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration)
- Use language consistently to express likes and dislikes
- Able to use early 'story language'
- Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity
- Use language to talk self through steps required in simple problem solving
- Produce speech that is clear and easy to understand, with only a few immaturities
- Remember their words and speak clearly in presentations, performances and role play
- Able to initiate a conversation with a class visitor by using prepared questions
- Respond to points of interest when listening to contributions of others

Year 2

- Know the key points they need to focus on in order to answer a question
- Ask a range of different types of questions to find out specific information including 'how' and 'why'
- Recognise when a message is not clear and be able to provide some information about why
- Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/ to/too, and begin to comment on this
- Use simple conjunctions to justify or explain something
- Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order
- Take turns to talk, listen and respond in two way conversations and groups
- Accurately predict what will happen in a story or retelling of an event
- Able to say words with 4 or more syllables fairly consistently
- Take turns to talk, listen and respond in two way conversations and groups
- Usually able to keep to topic in a conversation
- Can be easily prompted to move on if they are talking too much
- Ask lots of questions to find out information and respond appropriately to the answers
- Know that there are some terms or expressions that are only used amongst friends

Year 3

- Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps)
- Ask a range of different types of questions to find out specific information including 'how' and 'why'

- Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question
- Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes
- Give reasons and explanations for choices and viewpoints in class discussions
- Tell a story with a clear structure including the setting and ideas linked in different ways
- Discuss how a character may be feeling and why
- Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils
- Produce speech that is consistently clear and easy to understand
- Able to say words of any length with accuracy
- Respond to the opinions of others in the group
- Exaggerate to make a story more interesting
- Aware of the need to use more formal language with adults

Year 4

- Listen to information, work out which elements are key and make relevant, related comments
- Able to use a series of questions to keep a conversation flowing
- Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding
- Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan
- Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point
- Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased
- Able to sustain a conversation by giving reasons and explaining choices and views
- Able to discuss cause and effect
- Produce speech that is consistently clear and easy to understand
- Able to take on group roles to discuss with peers
- Add or omit detail according to how much is already known by the listener
- Use intonation to give added emphasis
- Able to identify and reflect on key points of what they have just been told

Year 5

- Listen to complex information and identify key elements and make relevant, related comments
- Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said
- Use follow up questions linked to answers that have just been given
- Incorporate topic vocabulary into their written and spoken work
- Able to use complex sentences and link by meaning to present ideas logically
- Present a point of view using persuasive language

- Use complex sentences and conjunctions to link ideas together in order to present ideas logically
- Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing
- Produce speech that is consistently clear and easy to understand
- Use appropriately different words and phrases, from how people in that area normally talk, and standard English
- Able to take turns, listening carefully to others and politely agreeing or disagreeing with them
- Able to present a point of view by presenting evidence and using persuasive language with familiar topics
- Realise when the listener doesn't fully understand and try to help them
- Is able to use humour effectively
- Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said

Year 6

- Understand the key points made by a number of speakers and to compare different points of view
- Appreciate sarcasm when it is obvious
- Understand and use different types of questions: open, closed, rhetorical
- Identify clearly when they haven't understood and be specific about what additional information they need
- Able to use language to negotiate with others, to explain options available and to predict possible outcomes
- Tell elaborate entertaining stories which are full of detailed descriptions
- Share ideas and information, give and receive advice, offer and take notice of the opinion of others
- Use long and complex sentence structures in class and other situations
- Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others
- Use inference, reasoning and prediction skills
- Produce speech that is consistently clear and easy to understand
- Able to re-phrase what they want to say according to the audience
- Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others
- Able to present a point of view by presenting evidence and using persuasive language with academic topics
- Sophisticated use of questions to help conversation flow
- Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise