

Spoken Language Progression Ladder



At Pitmaston Primary School, we understand that Spoken Language skills are the roots underpinning children's future successes and are therefore a vital aspect in helping children to develop their cultural capital, ready for their next stage of learning. We recognise that Spoken Language is not an isolated area of the English Curriculum; it is a fundamental part of our pedagogy that shapes the teaching and learning at our school to help children develop cognitively, socially and linguistically.

In line with the Early Years Foundation Stage Framework and National Curriculum, our ambitious and progressive Spoken Language curriculum, which is embedded from Pre-School to Year 6, will enable children to:

- 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

The above statements have been broken down into five sub-categories and then organised progressively from Pre-School to Year 6: Attention, Listening and Questioning; Vocabulary; Speech Sounds, Standard English and Sentence Building; Verbal Storytelling and Performance; and Conversations and Social Interaction (including debates).

Year Group	Attention, Listening and Questioning <i>All classes revisit our Teaching Children to Listen Programme for the first half term of each academic year.</i>	Vocabulary	Speech Sounds, Standard English and Sentence Building	Verbal Storytelling and performance	Conversations and Social Interaction (including debates).
Nursery 3-4 C&L	<p>Pay attention to more than one thing at a time by helping young children to switch their attention from what they are doing to what you are saying.</p> <p>Enjoy listening to longer stories.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p><i>Listen with increased attention to sounds.</i></p> <p><i>Respond to what they have heard, expressing their thoughts and feelings.</i></p>	<p>Use a wider range of vocabulary.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The 	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as, 'planetarium' or 'hippopotamus'. <p>Use longer sentences of four to six words.</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Remember much of what happens in longer stories.</p>	<p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>

		<p>bag is under the table,” – with no pointing.</p> <ul style="list-style-type: none"> • Describe a familiar route. <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind.</p>			
Reception ELG C&L	<p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Describe events in some detail.</p> <p>Engage in story times.</p> <p>Talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn rhymes, poems and songs.</p> <p>Demonstrate understanding of what has been read to</p>	<p>Use talk to help work out problems, organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>

	<p>show an ability to follow instructions involving several ideas or actions.</p>			<p>them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Expressive Arts and Design: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	
<p>Year 1</p>	<p>Consistently understands simple 3 part spoken instructions in familiar contexts e.g. In P.E. - walk across the bench, get a beanbag and put it in the hoop.</p> <p>Extends their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...? and can justify answers using the word 'because'.</p> <p>Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures: e.g. sitting still and turning towards the speaker.</p>	<p>Uses appropriate and specific vocabulary to describe their immediate world and feelings e.g. "I'm going to play with the red spotty ball and then the blue one."</p> <p>Uses basic sequencing vocabulary to order events.</p> <p>Develops synonyms for existing vocabulary. Uses some technical terminology across the curriculum.</p>	<p>Speech is clear with occasional errors, especially with consonant blends, past tense formation and plurals ('wented', 'mouses').</p> <p>Has good knowledge of sounds in words.</p> <p>Uses different ways to join single clause phrases.</p> <p>Organises their thoughts into sentences before expressing them.</p>	<p>Tells stories using familiar story language that set the scene, have a basic plot and a sequence of events.</p> <p>Joins in with repetitive refrains.</p> <p>Orally rehearses in preparation for writing.</p> <p>Recounts personal experiences with some detail e.g. using character names and basic sequencing mainly using the correct tense.</p>	<p>With prompting, takes turns to talk, listen, and respond in two-way conversations and groups.</p> <p>Usually keeps to a topic but can be easily prompted to move on if needed.</p> <p>Starts to vary language according to the situation between formal and informal e.g. uses a more formal tone with the adults in school.</p>

	<p>Demonstrates active listening during a discussion by the detail provided when responding to and answering questions</p> <p>Takes some account of other speakers' comments, e.g. in paired work.</p>		<p>Use language to express opinions with explanations e.g. "I want to go and build a snowman because it's snowing and it's fun."</p>	<p>To speak in front of larger audiences, e.g. in class assemblies or during a show and tell sessions.</p>	<p>Recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>
<p>Year 2</p>	<p>Starts to ignore unimportant information.</p> <p>Understands complex 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why</p> <p>Shows interest and ask questions to find out specific information (linked to age related curriculum content). e.g. How do we know...? Why did...?</p> <p>Remains focused on a discussion when not directly involved and is able to summarise some of the main points when questioned.</p>	<p>Can guess a word from clues, or give others clues.</p> <p>Uses newly learnt words in a specific and appropriate way: e.g. "Dad, you know when you have lots of lions together, it is called a pride of lions?"</p> <p>Uses some technical terminology accurately and precisely across the curriculum.</p> <p>Asks for the meaning of unknown words.</p>	<p>Uses different ways to link single clause sentences and mult clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because) to help explain or justify during a discussion or debate.</p> <p>Extends ideas using adverbs to express time, place and cause.</p> <p>Uses verb tenses/forms increasingly accurately in line with spoken Standard English.</p>	<p>Retells a range of stories using some of their own words.</p> <p>Begins to be aware of what the listener already knows and checks: e.g. "You know where I live, right? Well, in that big house by the shop..."</p> <p>Orally rehearses planning and writing.</p> <p>Speaks with increasing clarity and uses intonation when reading and reciting texts, and when reading own writing aloud.</p> <p>Sometimes uses voice, gesture or movement, in role play and improvisation.</p>	<p>Knows that they need to use different styles of talk with different people e.g. friends (yeah, that's cool) and teachers (yes, I'm happy with my writing), and is able to greet visitors appropriately etc.</p> <p>Under guidance, follows agreed group discussion guidelines.</p> <p>Takes part in simple debates about topical issues.</p>
<p>Year 3</p>	<p>Listens to key information and makes relevant, related comments: e.g. "So all</p>	<p>Joins in discussions about an activity using topic vocabulary: e.g. "I saw some chicken eggs</p>	<p>Speech is clear, uses words with three sounds together or</p>	<p>Uses appropriate intonation to make storytelling and</p>	<p>Shows whether they agree or disagree in whole-class discussions</p>

	<p>mammals are warm blooded, have fur or hair and their babies all drink milk.”</p> <p>Attempts to follow instructions before seeking assistance.</p> <p>Follows longer instructions that are not familiar.</p> <p>Will ask relevant questions in a widening variety of situations (linked to age related expectations). e.g. 1:1, with a visitor, during topic work, with a partner or in a group, during a visit out of school etc.</p> <p>Understands and applies conversational rules: e.g. Looks at listener to judge feedback. Gives more detail if needed.</p>	<p>hatching in the incubator on the farm last Friday.”</p> <p>Considers shades of meaning when discussing synonyms.</p> <p>Use newly introduced topic words and more adventurous vocabulary appropriately.</p>	<p>words with lots of syllables: e.g. splash or string; rhinoceros or identical.</p> <p>Links events using a wider range of conjunctions and adverbs.</p> <p>During debates, speaks in full sentences to aid clarity of thinking and support the formation of logical arguments.</p>	<p>reports exciting and interesting.</p> <p>Uses tone of voice, stress on words and gestures naturally to add meaning.</p> <p>Participates in a range of situations e.g. drama, formal presentations and debates.</p> <p>Shows an understanding of character by choosing appropriate words and phrases to indicate a person’s emotions.</p> <p>Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts e.g. I liked this because...It reminded me of...</p>	<p>and debates and explains or gives reasons for their views or choices using phrases such as, ‘In my opinion’ or ‘I believe’.</p> <p>With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor, presenting an argument to persuade the Head Teacher, expressing an opinion in a debate.</p>
<p>Year 4</p>	<p>Able to infer meaning, reason and predict: e.g. “It’s getting very hot in here,” means open the window.</p> <p>Demonstrates active listening when the detail provided is unclear, by commenting or asking for a further explanation.</p>	<p>Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. e.g. “I used sprinted instead of ran because it helps you to picture it.”</p>	<p>Uses regular and unusual word endings with accuracy: e.g. walked or fell. Uses complex grammar and sentences to clarify, summarise, explain and plan: e.g. “So the</p>	<p>To take on a specific role in role-play/ drama activities and participate in focused discussion while remaining in character. Stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion:</p>	<p>In familiar situations, can recognise for themselves when to use formal language. Uses language for a full range of different reasons: e.g. complimenting, criticising, negotiating.</p>

	<p>Builds their own understanding and response and sometimes changes their point of view as a result of listening attentively to others.</p> <p>Pose and answers questions using modal verbs and adverbs to indicate degrees of possibility (linked to age related expectations).</p> <p>Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately.</p> <p>Adds detail or leaves information out according to how much is already known by the listener.</p>	<p>Uses a wide range of verbs to express their thoughts, or about cause and effect: e.g. "I wonder what she's thinking," or, "If we run, we should get there on time but we might arrive late."</p> <p>Discusses and clarifies word meanings including homonyms which depend on context.</p>	<p>bee collects the pollen from the stamen and then flies to another flower and pollinates it."</p>	<p>e.g. "...and everyone got home safely which was great."</p> <p>Participates, speaking audibly and confidently in a range of situations e.g. drama, formal presentations and debates</p> <p>Performs stories and poems, identifying appropriate expression, tone, volume and use of voices.</p>	<p>Works in groups with minimum supervision.</p> <p>During debates, responds to points made using further justification and points of view.</p>
<p>Year 5</p>	<p>Follows longer instructions that are not familiar: e.g. "Put the stripy folder that's on top of the cupboard into the bottom drawer of my desk."</p> <p>Poses increasingly thoughtful questions and suggests ideas to add challenge to their peers and adults which will help develop learning / understanding.</p> <p>Understands simple jokes and simple idioms, but can't always explain why they are funny or what they mean: e.g. You can't have your cake and eat it.</p>	<p>Makes choices from a wide and varied vocabulary: e.g. 'Leap' instead of 'jump', 'terrified' instead of 'frightened'.</p> <p>Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates.</p> <p>Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked: e.g.</p>	<p>Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc.</p>	<p>Presents information or personal feelings coherently selecting memorable details including specific vocabulary.</p> <p>Uses feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>Everyday language is detailed and not always about their immediate experience.</p>	<p>Confidently uses different language depending on where they are, who they are with and what they are doing.</p> <p>When collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly.</p>

	<p>Realises when people don't fully understand what they have said and consequently tries to help them.</p> <p>Listen and respond to others and make contributions which add challenge to ideas .</p>	<p>'Hard' (rigid object and tough person).</p> <p>Uses sophisticated words but the meaning might not always be accurate: e.g. "My bedroom was meticulous."</p>			<p>Anticipates the listener's response and makes use of counter arguments during debates.</p> <p>During debates, is developing ways to criticise constructively and respond to critique.</p>
Year 6	<p>Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges.</p> <p>Follows complex directions/multi-step instructions without the need for repetition.</p> <p>Understands and can explain simple jokes and simple idioms.</p> <p>When answering, refers to evidence and communicates ideas with precision/clarity for given audience.</p> <p>Recognises specific points from the speaker that are then challenged courteously for greater clarity/detail/accuracy.</p> <p>Supports others to develop their understanding through thoughtful and carefully planned questioning.</p>	<p>Selects appropriate synonyms according to audience and purpose</p> <p>Confidently explains the meaning of words and offer alternative synonyms.</p> <p>Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument.</p> <p>NC: use relevant strategies to build their vocabulary.</p>	<p>Uses long and complex sentence structures: e.g. "I will come with you only because it means you will stop going on at me."</p> <p>Knows when a sentence is not grammatically correct and can explain rules of grammar.</p> <p>Incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener.</p> <p>NC: Speak audibly and fluently with an</p>	<p>Effectively uses intonation, tone, volume and action when speaking or performing publicly so that meaning is clear to the audience.</p> <p>NC: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>NC: Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>NC: Articulate and justify answers, arguments and opinions.</p>	<p>During debates, communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions.</p> <p>Uses a variety of ways to criticise constructively and respond to critique.</p> <p>In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the</p>

	<p>Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is obvious.</p> <p>NC: listen and respond appropriately to adults and their peers.</p> <p>NC: Ask relevant questions to extend their understanding and knowledge.</p> <p>NC: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>NC: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>		<p>increasing command of Standard English.</p>		<p>audience (formal/informal)</p> <p>NC: Consider and evaluate different viewpoints, attending to and building on the contributions of others. Articulate and justify answers, arguments and opinions.</p> <p>NC: Select and use appropriate registers for effective communication.</p> <p>NC: Gain, maintain and monitor the interest of the listener(s).</p>
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Statements taken from the National Curriculum programme of study for Spoken Language.