

Progression in Spoken Language

We use Developmental Matters as Non-statutory curriculum guidance for the Early Years Foundation Stage.

3- and 4-year olds will be learning to:

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

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."

Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Use longer sentences of four to six words.

Children in reception will be learning to:

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

Learn rhymes, poems and songs.

The EYFS profile is a statutory assessment of children's attainment. At the end of the Early Years Foundation Stage children should be able to:

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 tenses and making use of conjunctions, with modelling and support from their teacher

The national curriculum for spoken language aims to ensure that all pupils year 1 – 6 are taught 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

Pupils should be taught to:	Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Class One		Class Two		Class Three			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussion	Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.	Participate effectively in role play and performances, and take turns in group discussions about their learning, including what has been read to them	Participate in discussions about books, poems and other works. Take on different roles within a group discussion, taking turns and listening to what others say.	Articulate and justify answers, ideas, arguments and opinions during discussions, including about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Challenge opinions and points of view, offering an alternative viewpoint or opinion during discussions.	Initiate a discussion, presenting opinions, points of view and arguments related to a topic or debate.	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Questioning	Understand and ask 'why' questions and a variety of two-part questions	During small group, class and 1:1 discussion, ask questions to understand what has been said.	Ask and answer questions beginning with question words.	Ask relevant questions and give relevant answers in different contexts	Ask and answer open and closed questions to extend their understanding and knowledge.	Ask probing questions to find specific additional information and explore ideas.	Ask a series of questions to speculate, imagine, hypothesise and explore ideas.	Explore types of questions and their uses in different contexts.
Listening and responding	Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to	Listen and respond appropriately to the contributions of adults and peers.	Listen and respond appropriately to the contributions of adults and peers, including	Listen and respond to multi-step instructions, contributions and viewpoints of others and participate actively in	Listen actively to maintain attention and respond to the instructions, contributions or viewpoints of others.	Attend to and build on the contributions of others in discussions and debates.	Consider and evaluate a range of different contributions and viewpoints.

		and during whole class discussions and small group interactions.		their different viewpoints.	collaborative conversations			
Vocabulary	Extend their vocabulary by exploring and using a wide range of new words.	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussion and during play activities.	Use given subject-specific vocabulary to explain and describe	Suggest words or phrases that are appropriate to the topic.	Build a bank of relevant and accurate vocabulary to use in a discussion, presentation, performance, role play, improvisation or debate.	Speak with an increasing command of Standard English.	Use challenging and sophisticated vocabulary to gain and maintain the listener's interest, and monitor their interest.	Select and use appropriate registers for effective communication.
Articulation and clarity	Express their ideas and feelings about their experiences using sentences containing four to six words, articulating most sounds and simple words	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	Speak in a way that is clear and easy to understand, beginning to stay on topic.	Speak clearly, audibly and fluently while remaining on topic.	Communicate clearly to an audience.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings with an increasing command of Standard English.	Give well-structured descriptions, explanations and narratives that gain, maintain and monitor the interest of the listener.	Control the manner in which descriptions, explanations and narratives are articulated.