



An Daras Multi-Academy Trust

Progression grid for Spoken Language

Status:	
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Linked Documents and Policies:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiables 14 English Policy 15 Assessment Policy 15 Marking Policy 15

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	EYFS	Year 1 Statutory PoS	Year 1 Non-statutory (guidance)	Year 2 Statutory PoS	Year 2 Non-statutory (guidance)	Years 3 and 4 Statutory PoS	Years 3 and 4 Non-statutory (guidance)	Years 5 and 6 Statutory PoS	Years 5 and 6 Non-statutory (guidance)
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<p>Listen to and discuss stories and what is read to them</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. Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Listen to and discuss a wide range of poems, stories and nonfiction at a level beyond what they can read independently.</p>	<p>Hear, share and discuss a wide range of highquality books to develop a love of reading and broaden their vocabulary.</p> <p>By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Participate in discussion about books, poems, and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.</p>	<p>Listen to and discuss a wide range of stories, poems, plays and information books - this should include whole books.</p> <p>Hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Listen to new books, hear and learn new vocabulary and grammatical structures, and discussing these.</p> <p>Listen and focus on finding specific information that has been identified prior to the task.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	<p>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</p>
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			facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the						
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		foundations for their learning in other subjects.						
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<p>Develop oral vocabulary and grammatical structure</p>	<p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.</p>	<p>Develop pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p> <p>Use vocabulary from within their experience to describe thoughts and feelings.</p>	<p>Discuss their favourite words and phrases.</p>	<p>Increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Draw on and use new vocabulary from their reading, their discussions about it (one –to-one and as a whole class) and from their wider experiences.</p> <p>Develop language and sentence structures to talk about what they think and feel to give their opinion in a range of contexts throughout the day.</p>		<p>Say why they hold a view about a topic or issue. Talk about how and why they have approached a task in a particular way.</p> <p>Engage in discussions and conversations using a widening/interesting vocabulary.</p> <p>Explain information, ideas and opinions clearly.</p>		<p>Continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p> <p>Justify ideas and opinions.</p> <p>Offer ideas and opinions in a developed way and can offer good reasons for their views.</p> <p>Choose and use the most fitting words and specialised vocabulary or words linked to the context of the task. For example, when discussing poetry, pupils use vocabulary such as poet,</p>
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								verse and rhyme.
Retelling stories	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p>		<p>Become increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales.</p>	<p>Retell some familiar stories that have been read to and discussed with them or that they have acted out in Year 1.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.</p>			
Reciting by heart	<p>Learn to appreciate rhymes and poems and to recite some by heart.</p>		<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>		<p>Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Read, re-read and rehearse poems and plays for presentation and performance to give opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.</p>	<p>Learn a wider range of poetry by heart.</p>	

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Discuss word meanings	Discuss word meanings.	Decode words successfully and understand the meaning of those that are new to them will contribute to developing their early skill of inference.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.		Discuss words and phrases that capture the reader's interest and imagination. Check that the text makes sense to them, discuss their understanding		Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. Discuss and evaluate how	Understand nuances in vocabulary choice and ageappropriate, academic vocabulary. This includes consolidation, practice and discussion of
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					and explaining the meaning of words in context.		authors use language, including figurative language, considering the impact on the reader.	language.
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<p>Rules for effective discussion</p>		<p>Join in with others in simple discussions, such as talking with their 'response partner'.</p> <p>Listen to simple instructions such as, "Put your litter in the bin," and carry them out.</p> <p>Ask simple questions when they want to know something in particular and give basic answers to questions.</p>		<p>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.</p> <p>Listen to and make sense of a series of instructions and carry them out.</p> <p>Listen to others in discussions and put forward their own points.</p>		<p>Pupils should help develop, agree on and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p> <p>Give equal attention to all speakers and concentrate for the duration of the activity. They summarise what they have listened to, answering questions and engaging in discussion.</p> <p>Follow the main points of discussions and make contributions which show understanding.</p> <p>Ask purposeful 'how' and 'why' questions in order to enhance their understanding.</p>		<p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p> <p>Respond to the key points of what is heard.</p> <p>They show that they can identify what is relevant by commenting on and taking account of ideas that are central to the task.</p> <p>Discuss their own and others' ideas.</p> <p>Listen closely, pick up on others'</p>
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				<p>They should allow others to talk without interrupting and take turns.</p> <p>Ask appropriate questions to find out the answers they need.</p>		<p>Listen to others and respond with views based on their own experience/knowledge. They make comments that widen the discussion.</p> <p>Interact with and respond to others by making contributions that follow on from what has been said.</p>		<p>contributions and ask relevant questions that result in greater clarity or develop the task.</p> <p>Summarise their own thinking.</p> <p>Can question others and highlight strengths, weaknesses or limitations in others' opinions, for example when taking part in peer assessment, debates, hot seating, group discussion etc.</p>
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Role play		<p>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p> <p>Behave and speak as if they are someone else, for example</p>		<p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to</p>		<p>Take on a role, add their own ideas to develop the character, for example tone and body language, maintain it and show their understanding of it by responding appropriately.</p>		<p>Adapt to different and evolving scenarios by maintaining a role, for example in role-play, group discussion, improvisation, etc.</p>
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		taking on the role of a doctor making a diagnosis and asking for a syringe, etc.		try out the language they have listened to. Drama and roleplay can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Attempt to stay in character for the duration of the task, interacting with others who have taken on a complementary role.				
Oral rehearsal for composition		Say out loud what they are going to write about. Compose a sentence orally before writing it.	Plan or say out loud what they are going to write about.	Compose individual sentences orally and then write them down.	Discuss and record ideas. Compose and rehearse sentences orally (including	Understand, through being shown these, the skills and processes that are essential for writing, that is, thinking aloud to explore and collect ideas, drafting and		Understand, through being shown, the skills and processes essential for writing, that is, thinking aloud to

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					dialogue), progressively	rereading to check their		generate ideas, drafting and re-
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		Discuss what they have written with the teacher or other pupils.			building a varied and rich vocabulary and an increasing range of sentence structures.	meaning is clear, including doing so as the writing develops.		reading to check that the meaning is clear.
Oral reading for awareness of audience	Read aloud their writing clearly enough to be heard by their peers and the teacher.		Read aloud what they have written with appropriate intonation to make the meaning clear.				Prepare readings, with appropriate intonation to show their understanding. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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Reading and listening to a wider range of vocabulary and grammar of standard English				Read and listen to whole books, not simply extracts, to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Begin to understand how writing can be different from speech.		
Discuss their			The terms for		Read aloud their			

own writing			discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.		own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.			
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<p>Drama, formal presentations, discussion, debate and performance</p>		<p>Get a gist of what is being explained to them.</p> <p>Give an account of what has happened so that others can understand it, for example talk about the places they have visited, people they have met or things they have done.</p> <p>Speak audibly to be heard and understood.</p> <p>Look at someone when they are</p>		<p>Listen to information in familiar situations and show their understanding with a response.</p> <p>Talk in detail and in an order that makes sense, for example when describing how they get ready for school.</p> <p>Talk with sufficient clarity so that others can hear and make sense of what they are saying.</p>	<p>Use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p>	<p>Become more familiar with and confident in using language in a greater variety of audiences and purposes, including through drama, formal presentations and debate.</p> <p>Sequence events and plan what to say so that it has a structure that makes sense to the listener.</p> <p>Plan what they are going to say (if the task requires it), taking account of audience and purpose.</p> <p>Use expression in different situations,</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications.</p>	<p>Pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.</p> <p>Organise and order contributions logically so that others can understand their points easily. They present their ideas clearly, giving an introduction and conclusion, when appropriate, for</p>
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		speaking to them and give others an opportunity to speak, for example when working together in pairs or small groups.		Demonstrate their involvement by responding appropriately and showing interest in what is going on, for example nodding and turning to face the speaker.		<p>changing their tone of voice accordingly.</p> <p>Capture the attention of the listener by using appropriate tone, pitch, pace and volume by the deliberate use of word emphasis to stress the importance of a point.</p> <p>Use non-verbal methods, for example pausing or using facial expression or body language, to get the interest of the listener.</p> <p>Use body language during interaction with others to reinforce their message.</p>		<p>example when preparing an informative talk for a video conferencing situation.</p> <p>Capture and hold the interest of the listener by adapting their tone. They also use a range of other language techniques, for example asking rhetorical questions when delivering a healthy eating presentation.</p> <p>Use non-verbal methods such as gesture, poise, look, facial expression etc, to engage the listener for example when delivering a speech they maintain eye contact with the audience.</p>
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