Spoken Language: Progression Map



	EYFS			-25 X8320
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3
Listening Skills	 Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Can start a conversation with an adult or a friend and continue it for many turns. Listen with increased attention to sounds. Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. 	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.

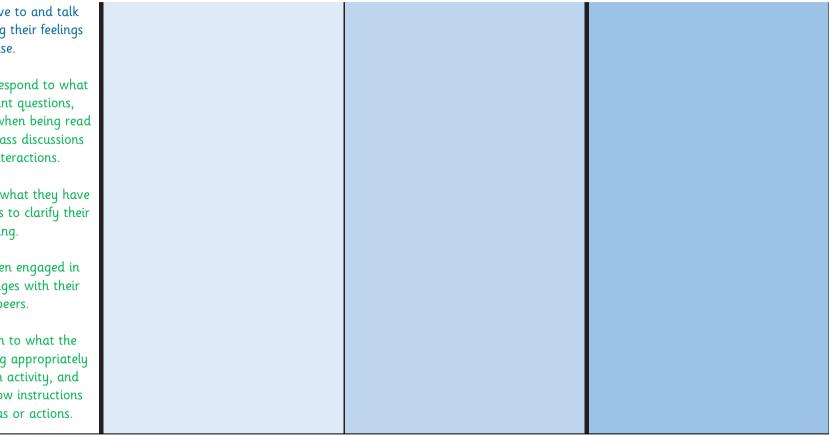
Listen attentively, move to and talk about music, expressing their feelings and response.

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.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



Following Instruction	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Increasingly follow rules, understanding why they are important. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.
Asking & Answering	right from wrong and try to behave accordingly. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Ask questions to find out more and check they understand what has been said to them.	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one- word answers).	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.

Questions

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.		
Offer explanations for why things		
happen, making use of recently		
introduced vocabulary from stories,		
non-fiction, rhymes and poems when		
appropriate.		
Be able to express a point of view and		
debate when they disagree with an		
adult or friend, using words as well as		
actions.		
Show more confidence in new social		
situations.		
Develop appropriate ways of being		
assertive.		
Create their own songs, or improvise a		
song around one they know.		
Retell the story, once they have developed		
a deep familiarity with the text; some as		
exact repetition and some in their own		
words.		
exact repetition and some in their own		

<text><text><text><text></text></text></text></text>	e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance.	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.
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Use a wider range of vocabulari	To use appropriate vocabulary to	To start to use subject- specific	To use vocabulary that is appropriate
Develop their communication, but in continue to have problems with	ay describe their immediate world and	vocabulary to explain, describe and add detail.	to the topic and/or the audience. To recognise powerful vocabulary in
irregular tenses and plurals, such 'runned' for 'ran' and 'swimmed' f 'swam'.		To suggest words or phrases appropriate to the topic being discussed.	stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.
Use longer sentences of four to s words.	x	To start to vary language according to	To discuss topics that are unfamiliar to
Engage in extended conversation about stories, learning new	5	the situation between formal and informal.	their own direct experience.
vocabulary.		To usually speak in grammatically correct sentences.	
Talk about what they see, using wide vocabulary. Learn new vocabulary.	1		
Use new vocabulary throughout t day.	ne		
Articulate their ideas and thought well-formed sentences.	in		
Develop social phrases. Use new vocabulary in different contexts.			
Participate in small group, class a one-to-one discussions, offering th own ideas, using recently introduc vocabulary.	ir		

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. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. Can 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."		
Play with one or more other children, extending and elaborating play ideas.		
Develop appropriate ways of being assertive.		

Talk with others to solve conflicts.	To organise their thoughts into sentences before expressing them.	To talk about themselves clearly and confidently.	To organise what they want to say so that it has a clear purpose.
 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Engage in extended conversations about stories, learning new vocabulary. Talk about what they see, using a wide range of vocabulary. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differenced or seen in photos. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc. 	To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.

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

Describe events in some detail.

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

Develop social phrases.

Listen to and talk about stories to build familiarity and understanding.

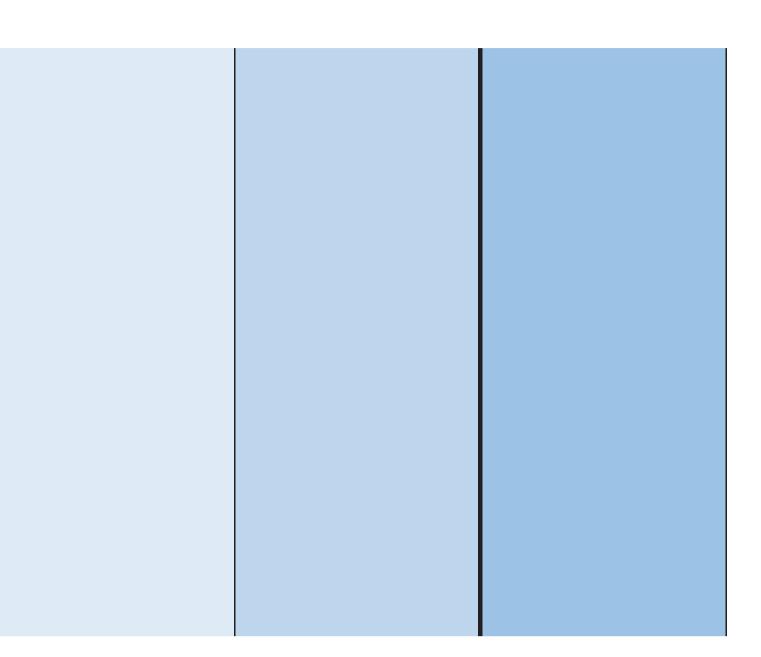
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.

Express their feelings and consider the feelings of others.

Talk about their immediate family and community.



Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Describe what they see, hear and feel whilst outside.

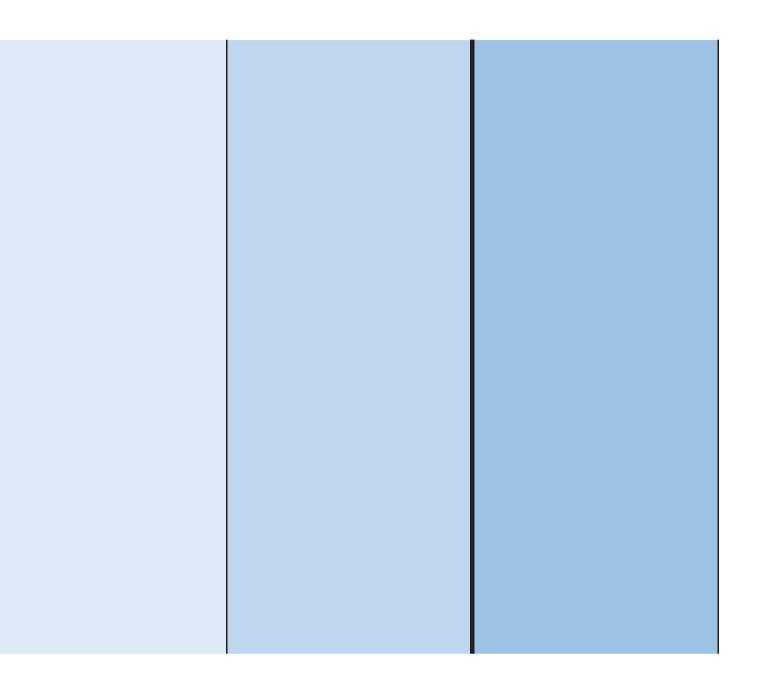
Watch and talk about dance and performance art, expressing their feelings and responses.

Make comments about what they have heard and ask questions to clarify their meanings.

Hold conversation when engaged in backand-forth exchanges with their teacher and peers.

Participate in small group, class and oneto-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, nonfiction, rhymes and poems where 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.

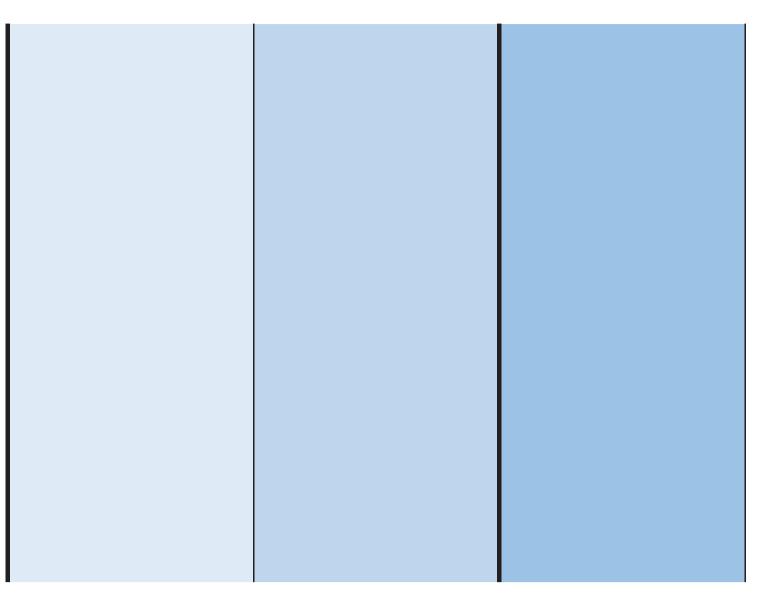
Explain the reasons for rules, know right from wrong and try to behave accordingly.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Talk about the lives of the people around them and their roles in society.



	Describe their immediate environment
	using knowledge from observation,
	discussion, stories, non-fiction texts and
	maps.
	Explain some similarities and
	differences between life in this country
	and life in other countries, drawing on
	knowledge from stories, non-fiction texts and (when appropriate) maps.
	Share their creations, explaining the
	processes they have used.
	Invent, adapt and recount narratives
	and stories with peers and their
	teacher.
	Perform songs, rhymes, poems and
	stories with others, and (when
	appropriate) try to move in time to music.
	music.
	Be able to express a point of view and
	debate when they disagree with an
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Participating	
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Discussion

 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. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.
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* The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domains. This long-term interpretation is how the statutory and non-statutory spoken language guidance can be broken down to show the progression of skills and knowledge across EYFS, KS1 and KS2.