



JUNCTION FARM PRIMARY SCHOOL

ENGLISH: SPOKEN LANGUAGE PROGRESSION

EY Spoken Language Objectives

	Reception / ELG	Where taught in the curriculum
Listening skills	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.	Spring- Communication and Language Speaking, Listening and Understanding
Following instructions	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 right from wrong and try to behave accordingly	Summer -PSED,Self regulation Summer-Managing self
Asking and answering questions	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.	Spring/Summer- Speaking Spring-The Natural World Termly-Speaking
Drama, performance and confidence	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Sing a range of well-known nursery rhymes and songs. Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	Characteristics of learning Spring- PSED, Manging self Spring Summer,- Speaking Summer-Being Imaginative and Expressive
Vocabulary building and Standard English	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. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Autumn-Speaking Tenses and conjunctions in Summer-Speaking Termly- Comprehension Summer-Comprehension

Speaking for a range of purposes	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Share their creations, explaining the processes they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Autumn- Comprehension</p> <p>Summer- Word Reading</p> <p>Termly-People, Culture and Communities Autumn- People, Culture and Communities</p> <p>Summer-People, Culture and Communities</p> <p>Termly - Creating with materials Termly-Being imaginative and Expressive</p>
---	--	--

Year 1 Spoken Language Objectives

	1	Where taught in the curriculum
Listening skills		Guided Reading, Phonics, English, Maths, PHSE, Science, Handwriting, Computing, Music, Art/DT, Geography, History, PE, RE
Following instructions	To understand instructions with more than one point in many situations.	Guided Reading, Phonics, English, Maths, PHSE, Science, Handwriting, Computing, Music, Art/DT, Geography, History, PE, RE
Asking and answering questions	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).	Guided Reading, Phonics, English, Maths, PHSE, Science, Handwriting, Computing, Music, Art/DT, Geography, History, PE, RE
Drama, performance and confidence	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, 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 take part in a simple role play of a known story.	Guided Reading, English, PHSE
Vocabulary building and Standard English	To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	Guided Reading, English, Science, PHSE
Speaking for a range of purposes	To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	Guided Reading, Phonics, English, Science, PHSE
Participating in discussions	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.	Guided Reading, Phonics, English, Maths, PHSE, Science, Handwriting, Computing, Music, Art/DT, Geography, History, PE, RE

Green objectives are extra to NC progression objectives

National Curriculum:

Pupils should be taught to:

1. listen and respond appropriately to adults and their peers
2. ask relevant questions to extend their understanding and knowledge
3. use relevant strategies to build their vocabulary
4. articulate and justify answers, arguments and opinions
5. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
6. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. speak audibly and fluently with an increasing command of Standard English
9. participate in discussions, presentations, performances, role play, improvisations and debates
10. gain, maintain and monitor the interest of the listener(s)
11. consider and evaluate different viewpoints, attending to and building on the contributions of others
12. select and use appropriate registers for effective communication.

Year 2 Spoken Language Objectives

	2	Where taught in the curriculum
Listening skills	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.	Guided Reading, Phonics, English, Maths, PHSE, Science, Handwriting, Computing, Music, Art/DT, Geography, History, PE, RE
Following instructions	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.	Guided Reading, Phonics, English, Maths, PHSE, Science, Handwriting, Computing, Music, Art/DT, Geography, History, PE, RE
Asking and answering questions	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.	Guided Reading, English, Maths, PHSE
Drama, performance and confidence	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.	Guided Reading, English, PHSE
Vocabulary building and Standard English	To start to use subject-specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.	Guided Reading, English, Science, PHSE
Speaking for a range of purposes	To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	Guided Reading, Phonics, English, Maths, PHSE, Science, Handwriting, Computing, Music, Art/DT, Geography, History, PE, RE
Participating in discussions	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.	Guided Reading, Phonics, English, Maths, PHSE, Science, Handwriting, Computing, Music, Art/DT, Geography, History, PE, RE

Green objectives are extra to NC progression objectives

National Curriculum:

Pupils should be taught to:

1. listen and respond appropriately to adults and their peers
2. ask relevant questions to extend their understanding and knowledge
3. use relevant strategies to build their vocabulary
4. articulate and justify answers, arguments and opinions
5. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
6. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. speak audibly and fluently with an increasing command of Standard English
9. participate in discussions, presentations, performances, role play, improvisations and debates
10. gain, maintain and monitor the interest of the listener(s)
11. consider and evaluate different viewpoints, attending to and building on the contributions of others.
12. select and use appropriate registers for effective communication.

Year 3 Spoken Language Objectives

	3	Where taught in the curriculum
Listening skills	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	Guided Reading, PSHE, English, History, Geography, RE, PE, Mathematics, Science, Computing
Following instructions	<p>To follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p>	Mathematics, English, Science, Guided Reading, DT, Computing
Asking and answering questions	<p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p>	Science, Geography, Mathematics, English, Guided Reading
Drama, performance and confidence	<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	Guided Reading, English, History, RE, PSHE, Computing
Vocabulary building and Standard English	<p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	English, History, Guided Reading, PSHE
Speaking for a range of purposes	<p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	English, RE, Guided Reading, PSHE, History
Participating in discussions	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p>	English, PSHE, History, Art, Guided Reading, Geography, Mathematics, Science, RE

Green objectives are extra to NC progression objectives

National Curriculum:

Pupils should be taught to:

1. listen and respond appropriately to adults and their peers
2. ask relevant questions to extend their understanding and knowledge
3. use relevant strategies to build their vocabulary
4. articulate and justify answers, arguments and opinions
5. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
6. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. speak audibly and fluently with an increasing command of Standard English
9. participate in discussions, presentations, performances, role play, improvisations and debates
10. gain, maintain and monitor the interest of the listener(s)
11. consider and evaluate different viewpoints, attending to and building on the contributions of others
12. select and use appropriate registers for effective communication.

Year 4 Spoken Language Objectives

	4	Where taught in the curriculum
Listening skills	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	Observe children across the curriculum at their understanding of following instructions. Scaffold instructions to ensure all children can follow. Listening to peers when performing in English.
Following instructions	To follow complex directions/multi-step instructions without the need for repetition.	Following instructions are taught daily with basic skills for example write the date, stick the sheet in and go and get your back. Monitor how children are asking for help when they are challenged across the curriculum. Following a set of instructions in DT and Computing.
Asking and answering questions	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	Questions are asked in all subjects and all children will be asked scaffolded questions with the expectation of clear answers in sentences. Throughout the Maths curriculum we challenge all children with problem solving and reasoning question. These plenaries are discussed as a class to prompt a discussion. Generating questions during Guided reading lessons.
Drama, performance and confidence	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.	Autumn 1 History Role Play, English role play Autumn 2 English role play, PSHE Autumn 1, Week 3, Poetry by heart Spring 1, Week 1 + 2, Poetry by heart Spring 2: History Summer Week 1, 2 and 7, Poetry by heart Every Friday after a two-week writing sequence children will perform their piece of writing. Computing, online safety.
Vocabulary building and Standard English	To use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with some confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.	Discussing subject specific vocabulary on the learning journeys at the start of every lesson. Discussing vocabulary on the genre mat at the start of the two-week writing approach. Key vocabulary lesson linked to the two-week writing approach. English writing and RE.
Speaking for a range of purposes	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	During PSHE lessons children debate and give their opinions on current issues. When performing in English. Debating historical events and recounting events/stories in History. Scientific investigations and discussions based around methodologies.

Participating in discussions	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum.</p>	<p>During PSHE lessons children are given opportunities to express and challenge opinions in a safe and respecting environment.</p> <p>Throughout subject areas children will be questions and discussions will be prompted.</p>
-------------------------------------	---	--

Green objectives are extra to NC progression objectives

National Curriculum:

Pupils should be taught to:

1. listen and respond appropriately to adults and their peers
2. ask relevant questions to extend their understanding and knowledge
3. use relevant strategies to build their vocabulary
4. articulate and justify answers, arguments and opinions
5. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
6. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. speak audibly and fluently with an increasing command of Standard English
9. participate in discussions, presentations, performances, role play, improvisations and debates
10. gain, maintain and monitor the interest of the listener(s)
11. consider and evaluate different viewpoints, attending to and building on the contributions of others
12. select and use appropriate registers for effective communication.

Year 5 Spoken Language Objectives

	5	Where taught in the curriculum
Listening skills	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views,</p> <p>e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</p>	Encouraged in all areas of the curriculum
Following instructions	To follow complex directions/multi-step instructions without the need for repetition.	<p>English curriculum</p> <p>Maths curriculum</p> <p>PE curriculum</p> <p>Music curriculum</p> <p>Computing curriculum</p> <p>D.T curriculum</p>
Asking and answering questions	<p>To ask questions which deepen conversations and/or further their knowledge.</p> <p>To understand how to answer questions that require more detailed answers and justification.</p>	Encouraged in all areas of the curriculum
Drama, performance and confidence	<p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p>	<p>Reading curriculum</p> <p>Writing curriculum</p> <p>PE curriculum – Autumn 2 (Dance, Gymnastics) PSHE curriculum</p>
Vocabulary building and Standard English	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.	<p>Reading curriculum</p> <p>Writing</p>

	<p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>curriculum</p> <p>PSHE</p> <p>curriculum</p> <p>History curriculum</p>
Speaking for a range of purposes	<p>To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>Writing</p> <p>curriculum</p> <p>RE</p> <p>curriculum</p> <p>Geography curriculum</p> <p>History curriculum</p>
Participating in discussions	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>Encouraged in all areas of the curriculum</p>

Green objectives are extra to NC progression objectives National Curriculum:

National Curriculum:

Pupils should be taught to:

1. listen and respond appropriately to adults and their peers
2. ask relevant questions to extend their understanding and knowledge
3. use relevant strategies to build their vocabulary
4. articulate and justify answers, arguments and opinions
5. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
6. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. speak audibly and fluently with an increasing command of Standard English.

9. participate in discussions, presentations, performances, role play, improvisations and debates
10. gain, maintain and monitor the interest of the listener(s)
11. consider and evaluate different viewpoints, attending to and building on the contributions of others
12. select and use appropriate registers for effective communication.

Year 6 Spoken Language Objectives

	6	Where taught in the curriculum
Listening skills	To listen and respond appropriately to adult and their peers. Obj 1	Across all Curriculum subjects
Following instructions	To follow complex directions/multi-step instructions without the need for repetition.	Across all Curriculum subjects
Asking and answering questions	To regularly ask relevant questions to extend their understanding and knowledge. Obj 2 To articulate and justify answers, arguments and opinions with confidence in a range of situations. Obj 4	Across all Curriculum subjects
Drama, performance and confidence	To participate confidently in a range of different performances: role play and improvisations * part objective 9 To gain, maintain and monitor the interest of the listener(s). Obj 10 To select and use appropriate registers for effective communication. Obj 12 To make improvements based on constructive feedback on their listening skills.	Storytime Reading Curriculum Writing Curriculum History Curriculum RE Curriculum PE Curriculum
Vocabulary building and Standard English	To use relevant strategies to build their vocabulary. Obj 3 To use adventurous and ambitious vocabulary in speech, which is appropriate to the topic, audience and purpose To speak audibly, fluently and with a full command of Standard English. Obj 8 To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To confidently explain the meaning of words and offer alternative synonyms.	Across all Curriculums (vocabulary is recapped at the start of all lessons) Particular focus in Writing curriculum which incorporates a spoken language performance lesson for every unit of writing
Speaking for a range of purposes	To participate in discussions, presentations, performances, role play, improvisations and debates. Obj 9 To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. Obj 5 To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Obj 7 To make reference back to their original thoughts when their opinions have changed and give reasons for their	Discussions take place in all curriculum subjects Writing curriculum (range of different genres and performances) Particular focus in Writing curriculum which incorporates a performance lesson for every unit of writing PSHE Curriculum History Curriculum RE Curriculum

	change of focus.	
Participating in discussions	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. Obj 6</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. Obj 11</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>	Across all Curriculum subjects

Green objectives are extra to NC progression objectives

National Curriculum:

Pupils should be taught to:

1. listen and respond appropriately to adults and their peers
2. ask relevant questions to extend their understanding and knowledge
3. use relevant strategies to build their vocabulary
4. articulate and justify answers, arguments and opinions
5. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
6. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. speak audibly and fluently with an increasing command of Standard English
9. participate in discussions, presentations, performances, role play, improvisations and debates
10. gain, maintain and monitor the interest of the listener(s)
11. consider and evaluate different viewpoints, attending to and building on the contributions of others
12. select and use appropriate registers for effective communication.