

# Spoken Language Curriculum Progression Map



This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Listening							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><b>Learners will be able:</b></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen attentively, move to and talk about music, expressing their</p>	<p><b>Learners will be able:</b></p> <p>To listen to others in a range of situations and usually respond appropriately.</p>	<p><b>Learners will be able:</b></p> <p>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.</p>	<p><b>Learners will be able:</b></p> <p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers</p>	<p><b>Learners will be able:</b></p> <p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p><b>Learners will be able:</b></p> <p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, 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>	<p><b>Learners will be able:</b></p> <p>To make improvements based on constructive feedback on their listening skills.</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to listen attentively and provide relevant and well thought out contributions.</p>

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Following Instructions							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><b>Learners will be able:</b></p> <p>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.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p><b>Learners will be able:</b></p> <p>To understand instructions with more than one point in many situations.</p>	<p><b>Learners will be able:</b></p> <p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance.</p>	<p><b>Learners will be able:</b></p> <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>	<p><b>Learners will be able:</b></p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p>	<p><b>Learners will be able:</b></p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p>	<p><b>Learners will be able:</b></p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to follow a complex series of multi-step instructions independently and to make sensible predictions as to the next instruction step.</p>

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## Vocabulary Building and Standard English

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><b>Learners will be able:</b> Participate in small group, class and one- to-one discussions, offering their own ideas, using recently introduced vocabulary.</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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently</p>	<p><b>Learners will be able:</b> To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p>	<p><b>Learners will be able:</b> To start to use subject- specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p>	<p><b>Learners will be able:</b> 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 and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p><b>Learners will be able:</b> To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</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><b>Learners will be able:</b> To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</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><b>Learners will be able:</b> To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>To confidently explain the meaning of words and offer</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to use Standard English effectively in a range of formal and non-formal contexts.</p>

# Spoken Language Curriculum Progression Map



<p>introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>						<p>alternative synonyms.</p>	
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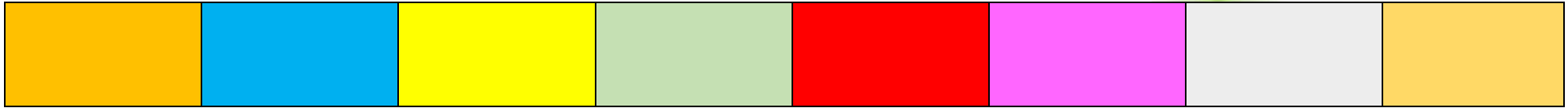
# Spoken Language Curriculum Progression Map



## Drama, Performance and Confidence

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><b>Learners will be able:</b></p> <p>To confidently speak to others about own needs, wants, interests and opinions.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p><b>Learners will be able:</b></p> <p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p><b>Learners will be able:</b></p> <p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p><b>Learners will be able:</b></p> <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>	<p><b>Learners will be able:</b></p> <p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a specific role in role-play/ drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p><b>Learners will be able:</b></p> <p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p><b>Learners will be able:</b></p> <p>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To select and use appropriate registers for effective communication.</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>

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## Speaking for a Range of Purposes

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><b>Learners will be able:</b></p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have</p>	<p><b>Learners will be able:</b></p> <p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p><b>Learners will be able:</b></p> <p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>	<p><b>Learners will be able:</b></p> <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>	<p><b>Learners will be able:</b></p> <p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>	<p><b>Learners will be able:</b></p> <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><b>Learners will be able:</b></p> <p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to give short speeches and presentations, expressing their own ideas and keeping to the point</p>



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<p>developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Talk about their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>						<p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>	
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<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>							
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# Spoken Language Curriculum Progression Map



Participating in Discussion							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><b>Learners will be able:</b></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>Hold conversation when engaged in back-and- forth exchanges with their teachers and peers.</p> <p>Participate in small group, class and one- to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use and understand recently introduced</p>	<p><b>Learners will be able:</b></p> <p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p><b>Learners will be able:</b></p> <p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p><b>Learners will be able:</b></p> <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>	<p><b>Learners will be able:</b></p> <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><b>Learners will be able:</b></p> <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><b>Learners will be able:</b></p> <p>To maintain attention and participate actively in collaborative conversations, staying on topic and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to confidently participate in formal debates and structured discussions, summarising and/or building on what has been said.</p>

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vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.							
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