



## Spoken Language Progression of Skills

### YEAR 1

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. (Spoken Language)

Discuss the significance of the title and events. (Spoken Language)

Recite some poems and rhymes by heart. (Spoken Language)

Participate in discussion about what is read to him/her, taking turns and listening to what others say. (Spoken Language)

Explain clearly his/her understanding of what is read to him/her. (Spoken Language)

Say out loud what he/she is going to write about. (Spoken Language)

Compose a sentence orally before writing it. (Spoken Language)

Discuss what he/she has written with the teacher or other pupils. (Spoken Language)

Read aloud his/her writing clearly enough to be heard by the group and the teacher. (Spoken Language)

Recognise and use language relating to dates, including days of the week, weeks, months and years. (Spoken Language)

Use the language of time (including telling the time throughout the day first using o'clock and then half past). (Spoken Language)

Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. (Spoken Language)

Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than. (Spoken Language)

In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language). (Spoken Language)

### YEAR 2

Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently. (Spoken Language)

Discuss the sequence of events in books and how items of information are related. (Spoken Language)

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. (Spoken Language)

Discuss his/her favourite words and phrases. (Spoken Language)

Answer and ask questions. (Spoken Language)

Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. (Spoken Language)

Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself. (Spoken Language)

Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about. (Spoken Language)

## **YEAR 3**

Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Spoken Language)

Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action. (Spoken Language)

Discuss words and phrases that capture the reader's interest and imagination. (Spoken Language)

Ask questions to improve his/her understanding of a text. (Spoken Language)

Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. (Spoken Language)

Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (English Appendix 2). (Spoken Language)

Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Spoken Language)

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. (Spoken Language)

Describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle. (Spoken Language)

Ask relevant questions and use different types of scientific enquiries to answer them. (Spoken Language)

Make a spoken report on findings from scientific enquiries. (Spoken Language)

Use relevant scientific language to discuss his/her ideas and communicate findings in ways that are appropriate for different audiences. (Spoken Language)

## **YEAR 4**

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Spoken Language)

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. (Spoken Language)

Discuss words and increasingly complex phrases that capture the reader's interest and imagination. (Spoken Language)

Ask reasoned questions to improve his/her understanding of a text. (Spoken Language)
Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. (Spoken Language)
Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). (Spoken Language)
Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Spoken Language)
Describe positions on a 2-D grid as coordinates in the first quadrant. (Spoken Language)
Describe movements between positions as translations of a given unit to the left/right and up/down. (Spoken Language)
Ask relevant questions with reasoning and use different types of scientific enquiries to answer them. (Spoken Language)
Make a clear and reasoned report on findings from scientific enquiries. (Spoken Language)
Use relevant scientific language to discuss his/her ideas with reasoning, and communicate findings in ways that are appropriate for different audiences. (Spoken Language)
<b>YEAR 5</b>
Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Spoken Language)
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume. (Spoken Language)
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (Spoken Language)
Ask questions to improve his/her understanding. (Spoken Language)
Identify and discuss themes and conventions in and across a wide range of writing. (Spoken Language)
Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously. (Spoken Language)
Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. (Spoken Language)
Perform his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is clear. (Spoken Language)
Pronounce mathematical vocabulary correctly. (Spoken Language)
Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. (Spoken Language)
Use and understand the terms factor, multiple and prime, square and cube numbers. (Spoken Language)
Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. (Spoken Language)
Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. (Spoken Language)
Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas and should talk about how scientific ideas have developed over time. (Spoken Language)

## YEAR 6

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Spoken Language)

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. (Spoken Language)

Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader. (Spoken Language)

Ask specific reasoned questions to improve his/her understanding. (Spoken Language)

Identify and discuss themes and conventions in and across a wide range of writing with reasoning. (Spoken Language)

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning. (Spoken Language)

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary. (Spoken Language)

Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. (Spoken Language)

Pronounce mathematical vocabulary correctly and confidently. (Spoken Language)

Use the whole number system, including saying, reading and writing numbers accurately. (Spoken Language)

Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements. (Spoken Language)

Describe positions on the full coordinate grid (all four quadrants). (Spoken Language)

Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. (Spoken Language)

Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time. (Spoken Language)