



English - Progression in Speaking and Listening

At Broadway First School, our approach to English aims to instil a love of writing and reading in all of our children. Our approach ensures that reading and writing are interwoven, a culture of reading for pleasure is promoted, creativity is celebrated and an extensive range of vocabulary is explored. A wide variety of high quality texts are carefully selected and writing genres are carefully mapped out, in order to ensure high expectations for all, excellent cross curricular links and a clear progression of knowledge and skills throughout KS1 and KS2.

English National Curriculum – Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- ❖ read easily, fluently and with good understanding
- ❖ develop the habit of reading widely and often, for both pleasure and information
- ❖ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ❖ appreciate our rich and varied literary heritage
- ❖ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ❖ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ❖ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



	3-4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Spoken Language	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Listen with increased attention to sounds.</p>	<p>To listen attentively in a range of situations.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>To listen to others in a range of situations and usually respond appropriately.</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>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</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>



	3-4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Following instructions	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>Remember rules without needing an adult to remind them.</p>	To follow instructions involving several ideas or actions.	To understand instructions with more than one point in many situations.	<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>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>	To follow complex directions/multi-step instructions without the need for repetition.	

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Asking and answering questions	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>Understand ‘why’ questions, like: “Why do</p>	To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.	<p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p>	<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</p>	<p>To generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>	<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>



	you think the caterpillar got so fat?"			To begin to give reasoning behind their answers when prompted to do so.	justifiable reasoning.		
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	3-4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Drama, Performance and Confidence	Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.	<p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To speak confidently in a familiar group, will talk about their ideas.</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>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>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>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</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>



						how this may vary in different situations.	
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	3-4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Vocabulary building and Standard English	<p>Use a wider range of vocabulary.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Engage in extended conversations about stories,</p>	<p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p>	<p>To start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>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>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>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>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>learning new vocabulary.</p> <p>Talk about what they see, using a wide vocabulary.</p>						
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	3-4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
<p>Speaking for a range of purposes</p>	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend, and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Play with</p>	<p>To develop their own narratives and explanations by connecting ideas or events.</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>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>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>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>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>one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about what they see, using a wide range of vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and</p>						
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<p>changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</p>						
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	3-4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Participating in discussion	Be able to express a point of view and debate when they disagree with	To listen and respond to ideas expressed by others in conversation or discussion. (This is 40-60m not ELG.)	To recognise when it is their turn to speak in a discussion.	To give enough detail to hold the interest of other participant(s) in a discussion.	To engage in discussions, making relevant points or asking relevant questions to show they have followed	To engage in discussions, making relevant points and ask for specific additional information or	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and



	<p>an adult or friend, using words as well as actions.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</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>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>a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p>	<p>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>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>
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