

## Spoken Language at Heritage Park Primary School

This document should be read in conjunction with the Spoken Language Intent, Implementation, Impact document.

### Key documentation

In preparing this progression document, the following publications have been referred to:

<b>Reception:</b>	 <p>Department for Education <b>Early Years Foundation Stage Profile</b> 2024 handbook October 2023</p>	 <p>Department for Education <b>Development Matters</b> Non-statutory curriculum guidance for the early years foundation stage First published September 2020 Revised September 2023</p>
	<p>Early Years Foundation Stage Profile</p>  <p><b>Universally Speaking</b> The ages and stages of children's communication development From birth to 5 years</p>	<p>Development Matters</p>  <p><b>Universally Speaking</b> The ages and stages of children's communication development From 5 to 11 years</p>
<b>Years 1-6:</b>	 <p>Department for Education <b>The national curriculum in England</b> Key stages 1 and 2 framework document September 2013</p>	 <p><b>Universally Speaking</b> The ages and stages of children's communication development From 5 to 11 years</p>
	<p>National Curriculum</p>	<p>Universally Speaking from 5-11 years</p>

## Key terminology

<b>Expressive language</b>	Refers to how a someone uses words to express themselves, e.g. their spoken language.
<b>Receptive language</b>	Refers to the input of language and the ability to understand the spoken language that has been heard, e.g. the ability to follow a set of instructions.
<b>Intonation</b>	The quality or tone of voice in speech, which can stay level or rise and fall.
<b>Tone</b>	To vary the pitch of voice whilst speaking to distinguish or to inflect words.
<b>Pace</b>	The speed at which speech is delivered which can be used to convey how someone is feeling.
<b>Register</b>	The level of formality in language which is determined by the context/audience in which it is delivered to.
<b>Modal verb</b>	An auxiliary verb what expresses necessity or possibility, e.g. must, shall, will, should, would, can, could, may, might
<b>Imperative verb</b>	A verb that gives direction for someone to do something such as an order or a command.
<b>Adverb</b>	A word which can modify or describe a verb, adjective, another adverb, or the whole sentence.
<b>Adverbial</b>	A word or phrase that has been used like an adverb to add detail or further information to a verb.
<b>Coordinating conjunction</b>	A conjunction (and, or, but) which joins words or clauses of the same grammatical importance, e.g. they would make sense on their own if the conjunction was removed.
<b>Subordination conjunction</b>	A conjunction (if, when, since, although, because etc.), which is used to join a subordinating clause to another clause of sentence. If the conjunction was removed, the clauses would not make sense on their own.
<b>Open-ended question</b>	A question that cannot be answers with a 'yes' or 'no' response or with a static response.
<b>Closed-ended question</b>	A question that can only be answered by selecting from a limited number of options.
<b>Rhetorical question</b>	A questions asked in order to create a dramatic effect or to make a point, rather than to get an answer.

## Heritage Park Primary School – Spoken Language Progression for Reception

Early Learning Goals for Communication and Language		Further guidance <i>Staff should also refer to Development Matters pp. 34-41 for adult guidance to develop Communication and Language</i>
<b>Listening, Attention and Understanding</b>	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.	<ul style="list-style-type: none"> <li>• Is able to switch attention from play to an adult with a prompt.</li> <li>• Can sit and listen to an adult and know why this is important.</li> <li>• Can follow 1- and 2-step instructions, e.g. “Collect your coat and your water bottle.”</li> <li>• Can listen to what someone else says in play or in an adult-led activity.</li> </ul>
	Make comments about what they have heard and ask questions to clarify their understanding.	<ul style="list-style-type: none"> <li>• Can ask and understand simple questions, e.g. Who...? What...? Leading to Why...?</li> <li>• Can understand what a question is.</li> <li>• Ask questions to find out more and to check their understanding.</li> </ul>
	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	<ul style="list-style-type: none"> <li>• Is able to look at the speaker for a sustained period of time.</li> <li>• Can sit without excessive movement to show attention.</li> <li>• Can start and continue conversations with a peer.</li> </ul>
<b>Speaking</b>	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	<ul style="list-style-type: none"> <li>• Starts a conversation with an adult in an appropriate way.</li> <li>• Develops pronunciations of multi-syllabic words through modelling.</li> <li>• Begins to use new words heard in a story or modelled by adults.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<ul style="list-style-type: none"> <li>• Uses talk to help solve problems in play and activities and to explain how things work.</li> <li>• Use talk to organise their thinking and to explain how things work and why they might happen.</li> <li>• Talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.</li> </ul>

	<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>	<ul style="list-style-type: none"> <li>• Speaks in well-formed sentences which are audible and clear (although some children may show some early SALT difficulties, which can improve with support)</li> <li>• Uses talk to organise themselves in play, including role play.</li> <li>• Describe events in some detail.</li> <li>• Uses conjunctions and begins to use the correct tenses in speech.</li> <li>• Develops social phrases to use in context.</li> <li>• Is able to express a point of view and say if they agree/disagree.</li> </ul>
<p><b>Relevant Early Learning Goals for Expressive Arts and Design</b></p>		<p><b>Further guidance</b>  <i>Staff should also refer to Development Matters pp. 123-126 for adult guidance to develop Expressive Arts and Design.</i></p>
<p><b>Being Imaginative and Expressive</b></p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<ul style="list-style-type: none"> <li>• Retell simple and repeated stories in role play or with puppets, using picture prompts to support.</li> <li>• Use character names and words from the story.</li> <li>• Retell a story following a deep familiarity, including repeated phrases.</li> <li>• Uses language appropriate to imaginative play, responding to a stimulus.</li> <li>• Develop storylines in their pretend play.</li> </ul>
	<p>Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<ul style="list-style-type: none"> <li>• Learn simple traditional rhymes and poems as a class.</li> <li>• Recite a short rhyme, song or a poem individually or as a group.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>

### Heritage Park Primary School – Spoken Language Progression for Years 1-6

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listen and respond appropriately to adults and their peers.</b>					
Demonstrates attentive listening and can express simple views on a subject. Consistently understands 3-part spoken instructions, including routine and non-routine instructions.	Listens to others and is beginning to summarise some of the main points. Understands complex 2- and 3-part instructions.	Listen and respond to others making connected comments and is beginning to extend the points made by others.	Listen to others and work out which information is important and make relevant and related comments, e.g. returns to a key point and elaborates.	Listen and respond to others and make contributions which add challenge to ideas, e.g. poses thoughtful alternatives that extend peers' thinking.	Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. Notice and comment not only on what is said but how it is said.
<b>Ask relevant questions to extend their understanding and knowledge.</b>					
Will extend their understanding and knowledge by asking simple questions in a small group, e.g. What...? When...? Why...?	Show interest and ask lots of questions to find out specific information, e.g. How do we know...? Why did...?	Will ask relevant questions in a widening variety of situations, e.g. 1:1, of a visitor, during topic work, with a partner or group, during a visit out of school etc.	Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately.	Is able to pose increasingly thoughtful questions to both their peers and to adults.	Is able to understand and use different types of questions to suit different situations, e.g. open, closed and rhetorical.
<b>Articulate and justify answers, arguments and opinions.</b>					
Use language to express opinion and explain, e.g. "I want to go and build a snowman because it's snowing and its' fun."	Use more complicated grammar to explain or justify opinions, e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again."	Begin to articulate and justify an opinion on a character, event or situation, in response to a question or prompt.	Articulate and justify opinion on a character, event or situation, in response to a question or prompt.	Articulate clearly and justify more complex opinions and answers about a character, event or situation.	Articulate clearly and justify more complex opinions with some elaboration, taking noticed of the opinion of others.

<b>Use relevant strategies to build their vocabulary.</b>					
Select specific words to make the meaning clearer, e.g. "I'm going to play with the red spotty ball and then the blue one."	Ask for the meaning of unfamiliar words. Use newly introduced vocabulary appropriately in a sentence.	Use newly introduced vocabulary and more adventurous vocabulary appropriately in a sentence.	Use a wider range of verbs and adverbs within their everyday and more formal speech. Begins to understand the effect of their vocabulary choices, e.g. "I used sprinted instead of ran because it tells you more."	Evaluate the effectiveness and impact of their own and others' word choices, e.g. adverbs, imperative verbs and modal verbs during persuasive speeches, arguments and debates.	Evaluate the effectiveness and impact of their own and others' word choices, and consider alternatives for effect, e.g. explains how and why words and phrases have been adapted for an argument.
<b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b>					
Tell stories and retell incidents from their own experience, mainly making appropriate tense choices, using character names and basic sequencing.	Expresses personal feelings or recounts experiences with clarity. Is beginning to make connections between ideas or thoughts, e.g. "I liked this because..."	Expresses personal feelings or recounts experiences with clarity. Makes clear connections between ideas or thoughts, e.g. I liked this because... It reminded me of..."	Presents information or personal feelings in a structured way, with key ideas highlighted, e.g. can explain a sequence of events in a science observation; can explain how they feel about an issue and give reasons.	Coherently presents information or personal feelings, selecting memorable details and including specific vocabulary.	Adapts the structure of talk in ways which support meaning and shows attention to the listener, e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details.
<b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and exploring ideas (Including: Gain, maintain and monitor the interest of the listener(s).)</b>					
Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures, e.g. looking, eye gaze, posture, turning	Can sustain the attention of the listener, e.g. will use eye gaze and ask questions to involve and engage others.	Can keep talk purposeful and stay on topic. Is beginning to use gestures and intonation to further meaning.	Able to adapt language to engage and suit their audience, e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze,	Will stay on topic and is beginning to be more selective about how much detail and which details to include, in order to keep the listener interested.	Is able to structure their talk to meet the needs of their learning, e.g. well-chosen/relevant details, appropriate language choices, clear and succinct

towards the speaker when talking to others.			eye contact, well-used gestures.		information and a range of non-verbal gestures (such as deliberate pause/delay for effect).
<b>Speak audibly and fluently with an increasing command of Standard English. (Including: Select and use appropriate registers for effective communication.)</b>					
Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities').	Use speech that is consistently easy and clear to understand. Use a range of conjunctions to join clauses and sentences, and to help explain and justify events, e.g. so, because, if, when.	Speaks clearly using more sophisticated language to explain, justify and relay information.	Can speak clearly and fluently about a range of events. Uses complex sentences to communicate clearly and explain further.	Is beginning to use a wider range of subordinating conjunctions and adverbials within their speech to make language flow, e.g. meanwhile, yet, therefore, however etc.	Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations.
Uses a more formal tone with the adults in school.	Knows that they need to use different styles of speech with different people.	With some reminders, makes more formal language choices when speaking to visitors and staff in school, e.g. composing a question for a visitor, presenting and argument to persuade the Headteacher, expressing an opinion in a debate.	In familiar situations, can recognise for themselves when to use formal language, e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.	Selects the appropriate register in familiar situations, e.g. when collaborating with their peers in a lesson, without direct adult supervision, can organise a group task and keep the tone friendly yet efficient and explain the task clearly.	In a range of situations, is able to adapt language style and register to suit the purpose, e.g. can effectively argue their point in a discussion and maintain control of their tone, language and responses. Can adapt speech depending on the audience (formal/informal).

<b>Participate in discussions, presentations, performances, role play, improvisations and debates.</b>					
Uses character voices in context.	Is able to work in role and take on some of the characteristics and/or the voice of the character being played. Will extend simple roles by expressing emotions.	Can create and sustain a role for longer periods, adding greater detail to a role/character.	Will sustain a role/scenario and shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement.	Is able to develop a role and understands that the character will respond differently depending on the situation.	Demonstrations the ability to adapt a character to different scenarios and is able to sustain a role effectively.
Contributes appropriately to discussions, making comments relevant to the topic.	Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary.	Is able to present and structure information in different ways.	Presents information in a structured way in is able to use specific vocabulary.	Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific.	Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context.
<b>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b>					
Respond to what they hear with relevant comments.	Recognises that there are other viewpoints. Make a simple comment in response to others' viewpoints and say whether they agree or disagree and why.	Can listen to others' views and preferences, agree next steps to take and consider alternatives, e.g. "That didn't work. Why don't we try...?"	Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.	Interprets and responses to different viewpoints by making relevant comments that build on the contributions of others.	Interpret and response to different viewpoints by building on contributions of others and formulating questions to deepen understanding.
<b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b>					
Engages in imaginative role play and can act out stories and improvisations from familiar situations, verbalising and using	Will express characters' thoughts and feelings in imaginative play and uses appropriate words, phrases and sentences.	Is able to explore and imagine feelings within stories and real-life scenarios.  Will express views and feelings and is	Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening	Is able to use a growing range of vocabulary to speculate and hypothesise, e.g. presume, suppose, conclude, guess,	Can use a wide range of vocabulary to speculate about possible outcomes in narrative and real-life situations, e.g. cause/effect,

words, phrases and sentences that are appropriate to the situation.		showing the confidence to speculate on a range of possible outcomes.	range of situations – both familiar and unfamiliar)	infer, estimate, suspect, consider, deduce, expect.	possibility, predict, presume, suppose, conclude, guess, estimate, suspect, consider, expect.
<b>Recite poetry, rhyme and short pieces of prose by heart, using appropriate tone, pace and register.</b>					
Recite some simple rhymes and traditional poems by heart. Recite in a group.	Recite some rhymes and traditional poems by heart.  Recite individually and begin to use appropriate tone and pace.	Prepare and read poems and play scripts to perform and read aloud, showing understanding of volume and action.		Learn a wider range of poetry by heart.  Prepare and read poems and play scripts to perform and read aloud, ensuring that the meaning is clear to an audience through intonation, dramatic effect, tone and volume.	