

Waterville Primary School Progression of Skills in English – Spoken Language

Years 3&4

National Curriculum

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: 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.

PROGRAMME OF STUDY - SPOKEN LANGUAGE YEARS 1-6

The National Curriculum (NC) states in its introduction that, 'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.' It recognises that 'fluency in the English language is an essential foundation for success in all subjects', and the programme of study sets out twelve statutory requirements to be taught during key stages one and two. The statements apply to all year groups, and the NC states that 'the content should be taught at a level appropriate to the age of the pupils'.

Twelve Statutory Requirements

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

Listening and Responding	Questioning	Oral Rehearsal	Vocabulary	Talking with others
<p>Sustains listening to a variety of sources, making notes if required:</p> <ul style="list-style-type: none"> -Focuses listening on main source by tuning out of distractions. -Listens to key information and makes relevant, related comments. -Demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation. -Follows longer instructions that are not familiar. -Builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others. -Demonstrates increased clarity and precision of ideas e.g. through the use of relative clauses. -Explains or gives reasons for their views or choices. -May introduce some new material or ideas. -Adds detail or leaves information out according to how much is already known by the listener. -Provides critical feedback constructively. -Explains a process ensuring ideas are clearly sequenced. 	<p>Sometimes develops speaker's main ideas through questioning:</p> <ul style="list-style-type: none"> -Asks questions for clarification and understanding (linked to age related context) poses 'What if?' questions that may change the outcome or direction of the problem. -Poses and answers questions that will help make sense of a problem. -Asks and answers questions using modal verbs and adverbs to indicate degrees of possibility. -When answering, refers back to and rephrases evidence from the context. 	<p>Shows an awareness of spoken standard English required for formal contexts:</p> <ul style="list-style-type: none"> -Reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action. -Uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue). -Begins to adapt register in response to changing context and audience, e.g. switching between talk to friends and to school visitor. -Performs stories and poems, identifying appropriate expression, tone, volume and use of voices. -Participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates. -Reports on findings from investigations (e.g. maths and science). 	<p>Builds a varied and rich vocabulary with greater independence:</p> <ul style="list-style-type: none"> -Discusses and clarifies word meanings including homonyms which depend on context. -Considers shades of meaning when discussing synonyms. -Links events using a wider range of conjunctions and adverbs. -Uses technical terminology accurately and precisely across most areas of the curriculum. 	<p>Follows agreed group discussion guidelines:</p> <ul style="list-style-type: none"> -Works in groups with minimum supervision. -Follows up others' points and shows whether they agree or disagree. -In a whole-class discussion makes generally relevant comments which add to ideas or suggests alternatives.