

# Waterville Primary School Progression of Skills in English – Spoken Language

## Year 2

### 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><b>Listens with periods of sustained concentration when more than one person is speaking:</b></p> <ul style="list-style-type: none"> <li>-Recalls and conveys simple information clearly.</li> <li>-Makes comments when the detail provided is unclear.</li> <li>-Listens attentively in discussion by following up points.</li> <li>-Listens to and follows 2 to 3-part instructions.</li> <li>-Keeps to a topic.</li> <li>-Considers and offers alternative viewpoints.</li> <li>-Some development of speaker's main ideas through e.g. repetition, paraphrasing and questioning.</li> <li>-Explains their preferences/choices. - Generally sequences talk to help the listener.</li> <li>-Extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after.</li> </ul>	<p><b>Asks questions for clarification and understanding (linked to age related context):</b></p> <ul style="list-style-type: none"> <li>-Questions asked relate to the learning.</li> <li>-Asks and answers questions to aid problem solving.</li> <li>-Answers justified using evidence from the context.</li> <li>-Poses 'What if?' questions during practical problem-solving opportunities.</li> </ul>	<p><b>Uses verb tenses/forms increasingly accurately for spoken standard English:</b></p> <ul style="list-style-type: none"> <li>-Re-tells a range of stories using some of their own words.</li> <li>-Recites poetry by heart with appropriate intonation to make the meaning clear.</li> <li>-Orally rehearses planning and writing.</li> <li>-Experiments with a variety of levels of formality when talking with different people.</li> <li>-Speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud.</li> <li>-Speaks clearly and audibly to a group sometimes uses voice, gesture or movement, in role play and improvisation.</li> <li>-Appropriately responds to others in role helping to sustain the scenario.</li> <li>-Talks about what they have found out and how they have found it out</li> </ul>	<p><b>Uses comparative language to describe changes, patterns and relationships:</b></p> <ul style="list-style-type: none"> <li>-Increases vocabulary using words provided by adults, discussions and environmental stimuli.</li> <li>-Discusses and clarifies word meanings, including favourite words and phrases.</li> <li>-Begins to select appropriate synonyms.</li> <li>-Uses some technical terminology accurately and precisely across the curriculum.</li> </ul>	<p><b>Takes turns and occasionally asks questions as well as offering ideas:</b></p> <ul style="list-style-type: none"> <li>-Under guidance, follows agreed group discussion guidelines.</li> <li>-Occasionally begins a group discussion.</li> </ul>