

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

## Year 1

### 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 Presenting	Vocabulary	Talking with others
<p><b>Maintains eye contact:</b></p> <ul style="list-style-type: none"> <li>-Listens with periods of sustained concentration.</li> <li>-Demonstrates active listening by the detail provided when responding to and answering questions.</li> <li>-Takes some account of other speakers' comments, e.g. in paired work.</li> <li>-Listens to and follows 2 to 3-part instructions in familiar contexts.</li> <li>-Uses single clause sentences and multi-clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because) to help explain or justify an event.</li> <li>-Some developmental grammatical features remain in everyday talk, e.g. past tense formation, plurals ('wented', 'mouses').</li> <li>-Usually keeps to a topic and can be easily prompted to move on if required.</li> <li>-Demonstrates some interaction with speaker by adding to shared ideas.</li> <li>-Describes a problem in their own words.</li> </ul>	<p><b>Asks questions to find out specific information including 'How' and 'Why':</b></p> <ul style="list-style-type: none"> <li>-Answers simple 'How' or 'Why' questions.</li> <li>-Answers justified using the word 'because'.</li> <li>-When prompted, draws on observations, ideas and simple secondary sources to suggest answers to questions.</li> <li>-Raises and answers questions linked to topics of interest/study or to personal experience.</li> <li>-When prompted, poses 'What if?' questions during practical problem-solving opportunities.</li> </ul>	<p><b>Occasional changes to language according to speaking partner(s), e.g. family and friends, teachers, others:</b></p> <ul style="list-style-type: none"> <li>-Joins in with repetitive refrains.</li> <li>-Recites poetry by heart.</li> <li>-Orally rehearses in preparation for writing.</li> <li>-Re-tells familiar stories using story language.</li> <li>-Recounts personal experiences with some detail.</li> <li>-Role-plays to explore characters and the language they use.</li> <li>-Reading aloud is audible for the listener.</li> <li>-Speaks clearly with occasional errors when reporting own and others' views to the class.</li> </ul>	<p><b>Increases vocabulary using words provided by adults, discussions and environmental stimuli:</b></p> <ul style="list-style-type: none"> <li>-Discusses word meanings.</li> <li>-Develops synonyms for existing vocabulary.</li> <li>-Uses sequencing language to order events with support.</li> <li>-Uses comparative language to describe changes, patterns and relationships.</li> <li>-Uses some technical terminology across the curriculum.</li> </ul>	<p><b>Takes turns in group conversations:</b></p> <ul style="list-style-type: none"> <li>-Understands agreed group discussion guidelines.</li> <li>-Sometimes expresses a view/opinion.</li> </ul>