

# Curriculum Progression Map – Spoken Language



	<b>EYFS</b> <b>40-60 months</b> <b>Early learning goals</b>	<b>Year 1</b>	<b>Year 2</b>
Spoken language Listening skills	<p>To maintain attention, concentration and sit quietly during appropriate activity.</p> <p>To have two-channelled attention – can listen and do for short span.</p> <p>To understand humour e.g. nonsense rhymes, jokes.</p> <p>To follow a story without pictures or props.</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>	To listen to others in a range of situations and usually respond appropriately.	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.
Spoken language Following instruction	<p>To respond to instructions involving a two-part sequence.</p> <p>To follow instructions involving several ideas or actions.</p>	To understand instructions with more than one point in many situations.	<p>To fully understand 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>Spoken language Asking and answering questions</p>	<p>To ask appropriate questions of others.</p> <p>To answer how and why questions about their experiences and in response to stories or events.</p>	<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 begin to give reasoning behind their answers when prompted to do so.</p>
<p>Spoken language Drama, performance and confidence</p>	<p>To confidently speak to others about own needs, wants, interests and opinions.</p> <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>Spoken language vocabulary building and standard English</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 build 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>Spoken language Speaking for a range of purposes</p>	<p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To explain own knowledge and understanding.</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>Spoken language participating in discussion</p>	<p>To initiate conversations, attend to and take account of what others say.</p> <p>To listen and respond to ideas expressed by others in conversation or discussion.</p>	<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</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>