

Killigrew Primary and Nursery School Spoken Language Skills Progression



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talking to others	<p>Speaks to a familiar adult about own needs, wants, interests and opinions.</p> <p>Speaks to their peers about their ideas.</p> <p>Expresses their feelings in complete sentences.</p> <p>Explains what help they need.</p>	<p>Confidently speaks to others about own needs, wants, interests and opinions.</p> <p>Speaks in a familiar group and talks about their ideas.</p> <p>Explains when they do or don't need help.</p> <p>Expresses feelings about experiences using full sentences including use of correct tenses.</p> <p>Explains why things happen using recently</p>	<p>Starts a conversation.</p> <p>Takes part in group conversations.</p> <p>Uses language to ask questions and give opinions.</p> <p>Talks about their ideas and feelings.</p> <p>Uses longer sentences linked with a conjunction.</p> <p>Manages collaborative tasks with adult support.</p>	<p>Takes turns to talk, listen, and respond in two-way conversations and in a group.</p> <p>Keeps to a topic but can be prompted to move on.</p> <p>Copies others' language to gain agreement.</p> <p>Begins to be aware of what the listener already knows and checks their understanding using visual clues.</p> <p>Starts to use exaggeration to add interest.</p> <p>Varies talk depending on audience and situation.</p> <p>Uses nonverbal signals to show interest and prompt continuation of talk.</p> <p>Uses language for different reasons (complimenting & negotiating).</p> <p>Manages collaborative tasks with occasional adult intervention.</p>		<p>Gives more detail if needed based on nonverbal cues.</p> <p>Leaves information out if it is already known by the listener.</p> <p>Does not repeat ideas unless this is deliberate for emphasis.</p> <p>Uses tone of voice, stress on words and gestures naturally to add meaning.</p> <p>Communicates successfully by sharing ideas and information</p> <p>Offers own opinion and takes notice of the opinion of others.</p> <p>Re-words talk in a different way to negotiate difficulties.</p> <p>Uses complex joining words in talk.</p> <p>Negotiates agreement by explaining alternative outcomes and solutions</p> <p>Manages collaborative tasks with limited adult support.</p>		<p>Able to talk through problems with peers and suggest different solutions.</p> <p>Explains information in different ways.</p> <p>Able to stay on one topic of conversation for longer periods.</p> <p>Considers all the points and references before moving sensibly from one topic to another.</p> <p>Builds an argument to persuade and responds to views different to own.</p> <p>Separates fact from opinion when reading.</p> <p>Makes inferences.</p> <p>Asks for help in a specific way.</p> <p>Works collaboratively for extended periods without adult support.</p>

		introduced vocabulary.						
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talking with others	Uses simple language within role. Holds a conversation in a short exchange back and forth.	Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Holds a conversation when engaged in back-and – forth exchanges with their teacher and peers. Makes comments about what they have heard and ask questions to clarify understanding.	Knows to look at who is talking and think about what they are saying. Understands and responds to 2 to 3 part spoken instructions. Can answer a ‘How’ or ‘Why’ question. Listens to a question and focuses on the key information needed to answer the question.	Focuses on key points in an instruction or a question with little distraction. Is aware when a message is unclear and comments or asks for explanation. Understands more complex 2 to 3 part instructions. Asks questions to find out specific information. Uses a range of question openers. Responds appropriately to answers with follow up questions or a clarifying statement. Listens to key information and makes relevant, related comments. Identifies clearly when they haven’t understood.		Able to infer meaning, reasons and make sensible assumptions from the talk of others. Responds with a direct question to clarify information. Summarises the most important points of a lesson or discussion. Sustains active listening to what is said, and the way it is said. Explores and uses different question openers including consider, analyse, interpret, summarise and visualise. Understands what response is required to answer these type of questions. Uses question openers to interrogate a text or visual stimulus.		Follows longer instructions that are not familiar. Understands different question types and responds appropriately Is aware that words can be used incorrectly as part of common speech and that this is different to a mistake.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talking about words	Hears some taught initial sounds in words.	Hears and says the initial sound in words.	Understands a range of words to describe time. Knows words can be grouped and can give common examples.	Compares common homophones. Guesses a word from clues.	Uses a range of words related to time and measurement.	Sentences average about 7 to 10 words - longer in stories than in conversation.	Sentences average 7 – 13 words. Uses and understands instruction words: modify, generate, consider, analyse, differentiate, visualise, empathise, justify.	
	Uses some familiar words from well-known texts.	Segments the sounds in simple words and blends them together.	Uses words more specifically to make the meaning clear.	Gives others clues using shape, size & function.	Uses a range of verbs to express their thoughts.	Uses long and complex sentence structures	Uses suffix and prefix words accurately in conversation.	
	Starts to notice rhyme in words.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Uses well-formed sentences with only a few errors linked to verb tense and formation. Joins phrases with simple conjunctions. Can answer questions about a recent event. Has a few simple words to describe shape, texture and size. Mostly pronounces simple words clearly. Breaks words into syllables (2 syllable splits).	Uses new words appropriately. Asks questions to find out specific information. Uses different ways to join phrases to help explain or justify an event. Speech is clear, with only occasional errors. Knows the sounds in a word.	Uses topic specific vocabulary independently. Uses multisyllabic words confidently. Uses regular and irregular words correctly. Uses words and sentences to clarify, summarise, explain and plan.	Uses questions to help conversations flow. Knows when a sentence is not grammatically correct and can explain rules of grammar. Makes choices from a wide and varied vocabulary. Rehearses sophisticated words and makes increasing use of tier 2 vocabulary. Knows that words can have two meanings dependent on their word class. Uses intonation based on grammar cues.	Uses ‘academic’ or tier 3 words when prompted in formal tasks. Explains the meaning of words with multiple meaning. Uses a wide range of tier 2 words from different word class groups. Uses a range of tier 2 conjunctions to make complex sentences. Tells complex narratives, ensuring the listener understands the thread of the story throughout. Knows when and why a sentence is not grammatically correct. Understands the function of word class to support meaning. Discusses an author’s possible viewpoint, explaining and justifying their interpretation. Explains the use of unusual language choices and effects and comments on how this influences meaning.	

			<p>Recognises words that rhyme.</p> <p>Works out the start sound of a word and suggests other words that have the same start sound.</p> <p>Use some irregular past tense verbs.</p>	<p>Spots more complex rhyme.</p> <p>Counts syllables in longer words.</p> <p>Reads unfamiliar words using sound and letter links.</p> <p>Uses an array of descriptive words including synonyms.</p> <p>Uses conjunctions to explain or justify.</p>			
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