

Curriculum Mapping and Progression

Spoken Language



Vision for Spoken Language

The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of reading and writing, and is key to progress in all subjects. We strive to develop oracy skills through the curriculum, extra-curricular activities and the whole ethos of the school.

To boost Spoken Language we aspire to:

1. Creating a 'Talk Rich' environment.
2. Switching to student led teaching.
3. Promoting autonomy.
4. Encouraging enquiry.
5. Using the power of pictures to promote discussion.
6. Get your class to act up.

Intent

At Guardian Angels, there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy throughout primary education provides our students with vital life skills. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations.

Literacy in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p>Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Listen and respond appropriately to adults and their peers

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">• following instructions involving several ideas or actions• answering 'how' and 'why' questions about their experiences and in response to stories or events• listening attentively in a range of situations• listening to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions• giving attention to what others are saying and responding appropriately, while engaged in another activity	<ul style="list-style-type: none">• listening and responding to the speaker making simple comments and suggestions• making helpful contributions when speaking in turns, in pairs and in small groups	<ul style="list-style-type: none">• responding to a speaker's main ideas, developing them through comments and suggestions• building on ideas shared• working in a variety of group situations following appropriate etiquette for group dynamics	<ul style="list-style-type: none">• showing a clear understanding of the main points of a conversation / discussion• articulating and developing the speaker's ideas in different ways• referencing others' comments when articulating own ideas• participating in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group

Ask relevant questions to extend their understanding and knowledge

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• asking questions that link clearly to the topic being discussed• showing that the conversation is being followed through the questions that are asked	<ul style="list-style-type: none">• generating questions to asking a specific speaker / audience in response to a talk / conversation• asking questions in direct response to something heard / presented	spontaneously asking questions which develop the conversation and take ideas or knowledge further

Use relevant strategies to build their vocabulary

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• listening to and using new vocabulary to develop their own vocabularies• using this vocabulary in a variety of meaningful contexts• thinking of alternatives for simple vocabulary choices	<ul style="list-style-type: none">• developing their individual vocabulary using words heard and seen in their reading and across curriculum subjects• using new vocabulary within the correct context• discussing a wider range of topics which are perhaps unfamiliar to own direct experience•	<ul style="list-style-type: none">• using vocabulary appropriately and for effect• using appropriate terminology linked to other curriculum subjects• talking about abstract concepts using a rich and varied vocabulary to articulating ideas and emotions

Articulate and justify answers, arguments and opinions

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• answering questions clearly in sentences• giving a reason for their answering when asked• exploring why they have certain thoughts or opinions	<ul style="list-style-type: none">• giving answers to questions that are supported by justifiable reasons• supporting own ideas and opinions with explanation	<ul style="list-style-type: none">• sustaining an argument and following a train of thought, returning to main ideas throughout the course of the conversation• presenting ideas / opinions coherently , supported with reasons

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">• developing own narratives and explanations by connecting ideas or events• using past, present and future forms accurately when talking about events that have happened or are to happen in the future	<ul style="list-style-type: none">• describing their immediate world and environment• talking about themselves clearly and confidently• retelling simple stories / recounts	<ul style="list-style-type: none">• developing ideas and feelings through sustained talk• organising what they want to say so that it is clear to the listener• giving descriptions• recalling events and stories• recount experiences with some added detail to engage the listener	<ul style="list-style-type: none">• talking about feelings, thoughts and ideas with some detail to make meaning explicit• presenting information clearly and in an appropriate form to the listener• planning and presenting information verbally, selecting the appropriate format and style to match the purpose• sustaining a longer conversation about a given topic

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• remaining focused on a conversation when not directly involved• recalling the main points when questioned	<ul style="list-style-type: none">• showing through the contributions made and questions asked that they have followed a conversation	summarising another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">•	<p>offering ideas and suggestions based on what has been heard, for example in response to reading watching an experiment</p>	<ul style="list-style-type: none">• developing ideas and expanding on these, building on what others say• adapting these ideas in light of new information	<ul style="list-style-type: none">• offering ideas and support these with reasoning• being prepared to change these as new information comes to light and making reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus

Speak audibly and fluently with an increasing command of Standard English

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• speaking clearly when talking in class• speaking in grammatically correct sentences	<ul style="list-style-type: none">• speaking to a wider audience e.g. whole school in assembly• adapting speaking style to suit the audience	<ul style="list-style-type: none">• articulating thoughts clearly when presenting to a range of audiences• adopting a formal / informal tone as appropriate to the situation

Participate in discussions, presentations, performances, role play/improvisations and debates

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• knowing when it is their turn to speak in a simple presentation / discussion• taking part in role play to find out about different characters and situations• taking different roles in a drama / role play to explore how others felt about a character's actions	<ul style="list-style-type: none">• preparing and presenting information orally• participating in discussions by listening to others and building on from what has been said• participating in drama, improvisation and role play activities, showing an understanding of a character by choice of vocabulary to indicate feelings and emotions	<ul style="list-style-type: none">• presenting information in a variety of ways to a range of audiences• taking an active role in discussions, taking on specific roles and taking responsibility to ensure that a discussion remains focused• performing to wider audiences combining words, gestures and movement• participating in debates, following appropriate etiquette, and conventions

Gain, maintain and monitor the interest of the listener(s)

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">expressing themselves effectively, showing awareness of listeners' needs	<ul style="list-style-type: none">speaking clearly so that the listener can hear what is saidorganising thoughts into sentences before expressing themchoosing words to add interest or detail	<ul style="list-style-type: none">adapting language, tone and style to suit the purpose of the listenerplanning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener	<ul style="list-style-type: none">being aware of the listener and adapting talk to maintain the listener's interestexpressing and explaining relevant ideas with some elaboration to make meaning explicitmaintaining control and effective organisation of a talk to guide the listeneradapting vocabulary, grammar and non-verbal features to maintain listener's interest

Consider and evaluate different viewpoints, attending to and building on the contributions of others

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• knowing that different people have different ideas / responses and recognise that these• are as valuable as their own	taking account of the viewpoints of others when building own arguments and offering responses	<ul style="list-style-type: none">• making reference to the viewpoints of others, providing supporting evidence or counterbalancing• these with their own opinions

Select and use appropriate registers for effective communication

EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none">•	<p>Noticing how different speakers talk and consider why this might be the case</p>	<ul style="list-style-type: none">• beginning to adapt suitable styles of delivery dependent on tasking / audience• recognising how language choices vary in different situations	<ul style="list-style-type: none">• explaining how language use varies in different situations, reflecting this understanding in the• choices made for delivering talk

Spoken Language Rationale

Respectful and productive relationships between all who form part of our school community are crucial aspects of our oracy ethos. We place a high priority on supporting the development of good speaking and listening skills amongst our pupils. Correct spoken language and development of vocabulary is fundamental to learning. Speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. We aim to develop and encourage fluent speakers, with a rich vocabulary, who are confident to operate in a wide range of situations.