



Curriculum Progression Map Subject: English Spoken Language

Reading lies at the heart of the curriculum at Avanti House Primary School where we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners and make the world a better place. We aim to ensure all of our children develop a genuine love of language and the written word through a literacy-rich environment, high quality texts and inspiring learning opportunities. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to: develop knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum, and to develop their comprehension skills.

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Key areas	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills Children should:	Understand how to listen carefully and why listening is important. (C&L) Listen carefully to rhymes and songs (C&L) Learn rhymes, poems and songs. (C&L) Listen to and talk about stories to build familiarity and understanding. Listen to and talk about non-fiction to	Listen to others in a range of situations and usually respond appropriately	Listen carefully and respond with increasing appropriateness <i>e.g. make a helpful contribution when speaking in a small reading group.</i>	Listen carefully in a range of different contexts and respond appropriately	Listen carefully in a range of different contexts and respond appropriately	Listen carefully, making timely contributions and asking thoughtful questions <i>e.g. Participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</i>	Make improvements based on constructive feedback



	<p>develop new knowledge and vocabulary. (C&L)</p> <p>Listen attentively, move to and talk about music</p> <p>Express their feelings and responses to music. (EAD)</p> <p>Listen attentively when being read to and respond with relevant questions, comments and actions (ELG LA&U) 1</p>						
<p>Following Instructions</p> <p>Children should:</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions (ELG LA&U) 2</p>	<p>Understand instructions with more than one point</p>	<p>Fully understand instructions with more than one point</p> <p>Independently seek clarification when a message is not clear.</p> <p>Attempt to follow instructions before seeking assistance</p>	<p>Follow instructions in a range of unfamiliar situations.</p> <p>Ask for specific additional information to clarify instructions.</p>	<p>Follow complex directions/multi-step instructions without the need for repetition.</p>	<p>Follow complex directions/multi-step instructions without the need for repetition.</p>	<p>Follow complex directions/multi-step instructions without the need for repetition.</p>



<p>Asking and Answering Questions</p> <p>Children should:</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions (ELG LA&U) 3</p> <p>Ask questions for clarification (C&L)</p> <p>Engage in story times (C&L)</p> <p>Engage in non-fiction books. (C&L)</p> <p>Make comments about what they have heard (ELG LA&U)</p> <p>Connect one idea to another using a range of connectives. (C&L) 1</p> <p>Offer explanations making use of recently introduced vocabulary (ELG Sp)</p>	<p>Begin to ask questions that are linked to the topic</p> <p>Answer questions on a wider range of topics</p>	<p>Show that they are following a conversation by asking relevant and timely questions.</p> <p>Answer questions using clear sentences.</p> <p>Begin to give reasoning (when prompted)</p>	<p>Ask questions that relate to what has been discussed.</p> <p>Begin to support their answers with justifiable reasoning.</p>	<p>Generate direct, relevant questions to ask a specific speaker/audience</p> <p>Support their answers with justifiable reasoning.</p>	<p>Ask questions which deepen conversations and/or further their knowledge.</p> <p>Provide more detailed answers and justification.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers with confidence in a range of situations.</p>
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<p>Drama, Performance and Confidence</p> <p>Children should:</p>	<p>Sing a range of well-known nursery rhymes and songs (ELG EAD BI&E)</p> <p>Perform songs, rhymes, poems and stories with others (ELG EAD BI&E)</p> <p>Express feelings and responses to dance and performing art. (EAD)</p> <p>Explore and engage in music making and dance (EAD)</p> <p>Retell a story as exact repetition or in their own words. (C&L)</p> <p>Demonstrate an understanding by retelling narratives in their own words using recently introduced vocabulary. (ELG LIT C) 1</p>	<p>Speak clearly and audibly</p> <p>Speak in front of larger audiences <i>e.g. in a class assembly, during a show and tell session.</i></p> <p>To know when it is their turn to speak in a presentation or performance</p> <p>Take part in a role play of a known story.</p>	<p>Speak confidently so that their message is clear.</p> <p>Practise and rehearse reading aloud.</p> <p>Take on a different character role empathising with their feelings.</p> <p>Recognise and understand why different speakers talk differently.</p>	<p>Rehearse reading aloud making adaptations following feedback</p> <p>Speak regularly in front of different audiences.</p> <p>Participate in role play using appropriate phrases to indicate a person's emotions.</p>	<p>Use intonation when reading aloud to emphasise punctuation.</p> <p>Practise and rehearse reading aloud making adaptations following feedback</p> <p>Participate in focused discussion while remaining in character during role-play</p> <p>Discuss the language choices of other speakers</p>	<p>Narrate stories with intonation and expression</p> <p>Use feedback to make improvements to their performance.</p> <p>Combine vocabulary choices, gestures and body movement for a character</p>	<p>Participate confidently in a range of different performances and improvisations</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Select and use appropriate registers for effective communication.</p>
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<p>Vocabulary Building and Standard English</p> <p>Children should:</p>	<p>Use new vocabulary throughout the day. (C&L)</p> <p>Use new vocabulary in different contexts. (C&L)</p> <p>Articulate their ideas and thoughts in well-formed sentences. (C&L)</p> <p>Use and understand new vocabulary during class discussions (ELG LIT C)</p> <p>Demonstrate an understanding by retelling narratives in their own words using recently introduced vocabulary. (ELG LIT C) 2</p>	<p>Use appropriate vocabulary to describe their immediate world and feelings.</p> <p>Think of alternatives for simple vocabulary choices.</p>	<p>Start to use subject-specific vocabulary to explain, describe and add detail.</p> <p>Suggest words or phrases appropriate to the topic.</p> <p>Start to use formal and informal language according to the situation.</p> <p>Usually speak in grammatically correct sentences.</p>	<p>Use vocabulary that is appropriate to the topic and the audience.</p> <p>Recognise powerful vocabulary in stories/ texts.</p> <p>Begin to use this powerful vocabulary in their own rhetoric.</p> <p>Discuss topics that are unfamiliar to their own experiences.</p>	<p>Use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Use language that is appropriate in formal and informal situations.</p> <p>Recognise powerful vocabulary in stories/ texts.</p> <p>Use this powerful vocabulary in their own rhetoric.</p>	<p>Use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Use language that is appropriate in formal and informal situations.</p> <p>Recognise powerful vocabulary in stories/ texts.</p> <p>Use this powerful vocabulary in their own rhetoric</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Use ambitious vocabulary in speech appropriate to the topic, audience and purpose</p> <p>Speak audibly, fluently and with a full command of Standard English</p> <p>Use a broad, deep and rich vocabulary to discuss abstract concepts</p> <p>Confidently explain the meaning of words and offer alternative synonyms.</p>
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<p>Speaking for a Range of Purposes</p> <p>Children should:</p>	<p>Express their ideas and feelings in full sentences, including different tenses and conjunctions (<i>with modelling and support</i>) (ELG Sp)</p> <p>Develop social phrases. (C&L)</p> <p>Name and describe people who are familiar to them (UTW)</p> <p>Describe what they see, hear and feel whilst outside (UTW)</p> <p>Talk about the lives of the people around them and their roles in society (ELG UTW P&P)</p> <p>Explain the reasons for rules.</p> <p>Know right from wrong and try to behave accordingly.</p> <p>Share their creations, explaining the process</p>	<p>Organise their thoughts into sentences before expressing them.</p> <p>Describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>Talk about themselves clearly and confidently.</p> <p>Verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>	<p>Organise what they want to say so that it has a clear purpose.</p> <p>Begin to add details to engage listeners.</p>	<p>Add specific details to actively engage listeners.</p> <p>Debate issues and make their opinions clear.</p> <p>To adapt their ideas in response to new information.</p>	<p>Plan and present information clearly</p> <p>Add ambitious detail and description for the listener.</p> <p>Use relevant details to support their opinions when participating in debates</p> <p>Add humour where appropriate when participating in debates</p>	<p>Communicate confidently across a range of contexts and to a range of audiences.</p> <p>Articulate and justify arguments and opinions with confidence.</p> <p>Give well-structured descriptions, explanations, presentations and narratives</p> <p>Use spoken language for speculating, hypothesising, imagining and exploring ideas.</p> <p>Justify and make reference to their original thoughts when their opinions have changed</p>
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	<p>they have used. (ELG EAD CwM)</p> <p>Describe their immediate environment (<i>using knowledge from observation, discussion, stories, non-fiction texts and maps</i>) (ELG UTW PCC)</p> <p>Explain some similarities and differences between life in this country and life in other countries (ELG UTW PCC)</p>						
<p>Participating in Discussion</p> <p>Children should:</p>	<p>Hold conversation when engaged in back-and-forth exchanges (ELG LA&U)</p> <p>Offer their own ideas to discussions (ELG Sp)</p> <p>Connect ideas using a range of conjunctions (C&L)2</p> <p>Describe events in some detail. (C&L)</p>	<p>Recognise when it is their turn to speak</p> <p>Recognise that different people will have different yet equally valuable responses</p>	<p>Give enough detail to hold the interest of other participant(s)</p> <p>Engage in meaningful discussions about different topics</p> <p>Remain focused on a discussion when not directly involved</p> <p>To be able to recall the main points when questioned</p>	<p>Make relevant points or ask relevant questions</p> <p>Take account of the viewpoints of others</p>	<p>Make relevant points and ask for specific additional information or viewpoints</p> <p>Begin to challenge opinions with respect.</p> <p>Engage in meaningful discussions .</p>	<p>Develop, agree to and evaluate rules for effective discussion;</p> <p>Follow their own rules in small groups and whole- class conversations.</p> <p>Engage in longer and sustained discussions about a range of topics.</p> <p>Ask questions, offer suggestions, challenge ideas and</p>	<p>Maintain attention and participate actively in collaborative conversations</p> <p>Initiate and respond to comments with confidence</p> <p>Consider and evaluate different viewpoints</p> <p>Add their own interpretations and build on the contributions of</p>



	<p>Use talk to help work out problems</p> <p>Orally explain how things work and why they might happen. (C&L) 2</p>					give opinions	others Offer an alternative explanation to address any misconceptions
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