



Curriculum Progression Map

English – Spoken Language



	Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Phonics and decoding	F1	After 1 term in F1	<ul style="list-style-type: none">• I can copy sounds and words like 'all gone'.• I can make requests using two words.• I can use everyday words to talk about people I know.• I can copy sounds and words a lot.• I can use 50 or more single words. These will also become more recognisable to others.• I can start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'.	Talk Words Copy Sounds Noise Say Again Pretend Story Make up	Vocabulary - hands on experiences and enhancements for awe and wonder Owl Visit Planetarium Puppet Workshop ZooLab Food tasting - Diwali/Chinese New Year/ Pancake Day Caterpillar experience Outdoor learning in the garden and all weather Visits from nurse/ optician/ police/ fire service/ dustbin men/ Asda/ librarian/ vet (Health and Wellbeing and Aspiration) Weekly Culture Box Weekly Chitter Chatter
		After 2 terms in F1	<ul style="list-style-type: none">• I can express feelings, desires and needs.• I can begin to hold a conversation.• I can remember and use new words. My vocabulary increases rapidly.• I can ask questions and I can respond to questions using simple sentences.• I can play make-believe games.		
		By the end of F1	<ul style="list-style-type: none">• I can start to link simple sentences.• I can explain in simple sentences what happened and what might happen.• I can use tense, intonation and rhythm to enhance meaning.• I can use vocabulary to express imaginary events in play.• I can engage in imaginary role play sometimes building stories around toys and objects.		
	F2	After 1 term in F2	<ul style="list-style-type: none">• I can start to link simple sentences.• I can explain in simple sentences, including ordering, stating what happened and what might happen.• I can use tense, intonation and rhythm to enhance meaning.• I can use vocabulary to express imaginary events in play• I can engage in imaginary role play sometimes building stories around toys and objects.	Explain Describe Vocabulary Remember Repeat Sentence Extend Imagine Voices Expression Create retell	
		After 2 terms in F2	<ul style="list-style-type: none">• I can explore new vocabulary, sounds and intonation.• I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults.		

			<ul style="list-style-type: none"> I can play alongside other children engaged in the same type of imaginary play. I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went' 		
		By the end of F2	<ul style="list-style-type: none"> I can express myself effectively, showing awareness of listeners' needs. I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future. I can develop my own narratives and explanations by connecting ideas or events. 		
	Year 1		<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Speak clearly and confidently in front of others Retell a well-known story, remembering the main characters Prepare to use 'new' words when communicating Hold attention well when collaborating with others Does not stray away from main topic when engaged in collaborative talk Prepare to ask relevant questions to extend understanding and knowledge Initiate conversation in collaborative situation Listen carefully to what others are saying in group talk Happy to join in with role play 		
	Year 2		<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Ask questions to gain information and to clarify meaning Express themselves using complete sentences when required Make more specific vocabulary choices, for example - technical language Take turns when talking in pairs or in small groups Offer appropriate comments in paired or small group discussion Begin to be aware that formal and informal situations require a different role and language Retell a familiar story using narrative language and linking words and phrases Hold the attention of listeners by adapting the way they talk Begin to understand how to speak for different purposes and audiences Perform a simple poem from memory 		
Year 3			<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> Talk and listen confidently in different situations. Show they have listened carefully by asking relevant questions. Develop and explain their ideas giving reasons. Sequence and communicate ideas in an organised and logical way in complete sentences as required. Vary the amount of detail dependent on the purpose and audience. 		

		<ul style="list-style-type: none"> • Participate fully in paired and group discussions. • Show understanding of the main points in a discussion. • Vary the use and choice of vocabulary dependent on the audience and purpose. • Start to show awareness of how and when standard English is used. • Retell a story using narrative language and added relevant detail. • Perform poems from memory adapting expression and tone as appropriate. • Show they have listened carefully through making relevant comments. • Formally present ideas or information to an audience. • Recognise that meaning can be expressed in different ways dependent on the context. • Begin to adapt use of language to meet the needs of the audience/listener. 		
	Year 4	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> • Talk and listen confidently in a wide range of contexts. • Ask questions to clarify or develop understanding. • Give an answer and justify it with evidence. • Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required. • Show understanding of the main points and significant details in a discussion. • Show they have listened carefully through making relevant comments. • Increasingly able to adapt what they say to meet the needs of the audience/listener. • Vary the use and choice of vocabulary dependent on the audience and purpose. • Vary the amount of detail dependent on the purpose and audience. • Show understanding of how and why language choices vary in different contexts. • Use some features of Standard English. • Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. • Understand when the context requires the use of Standard English. 		
	Year 5	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> • Talk and listen confidently in a wide range of contexts, including some that are formal. • Engage the interest of the listener by varying their expression and vocabulary. • Adapt spoken language to the audience, purpose and context. • Explain the effect of using different language for different purposes • Develop ideas and opinions with relevant detail. • Express ideas and opinions, justifying a point of view. • Show understanding of the main points, significant details and implied meanings in a discussion. • Listen carefully in discussions, make contributions and ask questions 		

		<p>that are responsive to others' ideas and views.</p> <ul style="list-style-type: none"> • Begin to use Standard English in formal situations. • Begin to use hypothetical language to consider more than one possible outcome or solution . • Perform their own compositions, using appropriate intonation and volume so that meaning is clear. • Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone. • Understand and begin to select the appropriate register according to the context. 		
	Year 6	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence • Ask questions to develop ideas and make contributions that take account of others' views. • Use evidence to support ideas and opinions. • Explain ideas and opinions, elaborating to make meaning explicit. • Take an active part in discussions, taking different roles. • Use hypothetical and speculative language to express possibilities. • Use standard English fluently in formal situations. • Debate an issue, maintaining a focused point of view. • Use formal language of persuasion to structure a logical argument. • Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear. • Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere • Talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression. • Pay close attention to and consider the views and opinions of others in discussions. • Make contributions to discussions, evaluating others' ideas and responding to them. • Understand and select the appropriate register according to the context. 		