



Boyne Hill Infant and Nursery School – Knowledge & Skills Progression Overview

Spoken Language

Purpose: To develop pupils’ competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils’ vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies.

Intent: At Boyne Hill, we recognise that gaining and using skills in language not only affects a child’s progress in school but also has a profound influence upon the course of his or her whole life. We aim to develop pupils’ abilities within an integrated programme of Spoken Language. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught skills. It is our intention that, in an age appropriate way, we will develop our pupils ability to listen and respond appropriately to adults and their peers; to ask relevant questions to extend their understanding and knowledge; to use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions; to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; to use spoken language to develop understanding, speak audibly and fluently with an increasing command of Standard English; to participate in discussions, presentations, performances, role play, improvisations and debates; to gain, maintain and monitor the interest of the listener(s) and consider and evaluate different viewpoints, attending to and building on the contributions of others; to select and use appropriate registers for effective communication.

Early Years Foundation Stage
Links the EYFS Framework

Communication and Language - The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

3-4 Years (FS1 Nursery)
Development Matters 2021

CL

- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play.

4-5 Years (FS2 Reception) Development Matters 2021	CL	Learn new vocabulary and use it through the day and in different contexts. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	
Early Learning Goal (ELG)	CL	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
Years 1 & 2 (KS1) <i>Statutory requirements</i>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication. 		
Responding			
FS1	FS2	Year 1	Year 2
May flit from topic to topic and can be difficult to follow.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Listen to others in a range of situations and usually respond appropriately.	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.

Following instructions			
FS1	FS2	Year 1	Year 2
Follow a simple instruction with support and modelling.	Follow an instruction with one step and maybe more.	Understand instructions with more than one step in many situations.	Fully understand instructions with more than one step in many situations and independently seek clarification when a message is not clear.
			Attempt to follow instructions before seeking assistance.
Asking and answering questions			
FS1	FS2	Year 1	Year 2
Respond to friends or adults.	Make comments about what they have heard and ask questions to clarify their understanding.	Begin to ask questions that are linked to the topic being discussed.	Show that they are following a conversation by asking relevant and timely questions.
Start a conversation with an adult or friend.		Answer questions on a wider range of topics (sometimes may only be one-word answers).	Answer questions using clear sentences.
Begin to understand how to answer questions.			Begin to give reasoning behind their answers when prompted to do so.
Drama, performance and confidence			
FS1	FS2	Year 1	Year 2
Joins in with singing nursery rhymes.	Recite rhymes, poems and songs in a group or independently.	Speak clearly in a way that is easy to understand.	Speak confidently within a group of peers so that their message is clear.
Talks about familiar books.	Retells own stories with some repetition.	Speak in front of larger audiences, e.g. in a class assembly/during a show and tell session.	Practise and rehearse reading sentences and stories aloud.
		Know when it is their turn to speak in a small group presentation or play performance.	Take on a different role in a drama or role play and discuss the character's feelings.
		Take part in a simple role play of a known story.	Recognise that sometimes speakers talk differently and discuss reasons why this might happen.

Vocabulary building and Standard English			
FS1	FS2	Year 1	Year 2
Use different types of words, e.g., 'big', 'soft' and some '_ing' words.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Use appropriate vocabulary to describe their immediate world and feelings.	Start to use subject specific vocabulary to explain, describe and add detail, suggesting words or phrases appropriate to the topic being discussed.
Refer to self as 'me'.		Think of alternatives for simple vocabulary choices.	Start to vary language according to the situation between formal and informal.
Use 4-5 word short sentences with clearer speech but some immaturities.			Usually speak in grammatically correct sentences.
Speaking for a range of purposes			
FS1	FS2	Year 1	Year 2
Use talk to communicate specific needs.	Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.	Organise their thoughts into sentences before expressing them.	Talk about themselves clearly and confidently.
Use talk within their own play.	Develop social phrases and uses new vocabulary in different contexts.	Be able to describe their immediate world and environment.	Verbally recount experiences with some added interesting details.
	Explain how things work and why they might happen.	Retell simple stories and recounts aloud.	Offer ideas based on what has been heard.
Participating in discussion			
FS1	FS2	Year 1	Year 2
Articulate what they do and don't like.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Recognise when it is their turn to speak in a discussion.	Give enough detail to hold the interest of other participant(s) in a discussion.
Express a point of view and debate when they disagree.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.	Engage in meaningful discussions that relate to different topic areas.
			Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.