



Vocabulary and Oracy Progression

National Curriculum Aims and Objectives – Speaking and Listening

- The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and using the conventions for discussion and debate.
 - All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and responding thoughtfully to drama and theatre performances.
 - Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.
- These are reflected and contextualised within the reading and writing domains which follow.

Skills	EYFS	Year 1 / 2	Year 3 / 4	Year 5 / 6
Listen and respond appropriately to adults and their peers and participate in discussions	• develop narratives and explanations by connecting ideas or events. • use language to imagine and recreate roles and experiences in play situations. • links statements and sticks to a main theme or intention. • uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • introduces a storyline or narrative into their own play. • explains own knowledge and understanding and asks appropriate questions of others.	• knowing when it is their turn to speak in a simple presentation / discussion. • listening and responding to the speaker making simple comments and suggestions. • taking part in role play to find out about different characters and situations. • making helpful contributions when speaking in turns, in pairs and in small groups. • beginning to build on ideas shared. • beginning to listen carefully to information, considering what the key points are. • be aware of group members by taking turns. • ask questions to seek further information. • asking questions that link clearly to the topic being discussed.	• responding to a speaker's main ideas, developing them through comments and suggestions, considering what the key points are. • listening and responding more confidently and with etiquette during partner and group situations. • allow other speakers to finish their points without interruption. • be aware of group members by taking turns – ensuring everyone participates. • ask questions to seek clarification and further information in direct response to something heard / presented. • make comments or ask questions in a discussion /debate – at an appropriate time. • recognise when there is a disagreement and suggest ways of sorting it out. • participate in drama / role play, showing an understanding of a character by choice of vocabulary to indicate feelings and emotions.	• presenting information in a variety of ways to a range of audiences. • 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. • use different question types when probing e.g. open-ended/rhetorical questions. • use connecting words or phrases when responding to questions. • respectfully challenge opinions or points, offering an alternative. • respectfully negotiate and make decisions, taking account of alternatives. • performing to a wider audience combining words, gestures, movement.

Use relevant strategies to build and develop vocabulary	• uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • applies vocabulary selected in subject knowledge organisers	• 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 • applies vocabulary selected in subject knowledge organisers.	• 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 • applies vocabulary selected in subject knowledge organisers.	• 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. • applies vocabulary selected in subject knowledge organisers.
Articulate and justify answers, arguments and opinions	• explains own knowledge and understanding and asks appropriate questions of others.	• answers questions clearly in full sentences. • gives a reason for their answer when asked.	• gives answers to questions that are supported by justifiable reasons. • supports own ideas and opinions with explanation.	• sustains a debate and follows a train of thought, returning to main ideas throughout the course of the conversation. • presenting ideas / opinions coherently, supported with reasons.
Speak audibly and fluently with an increasing command of Standard English	• beginning to demonstrate a command of Standard English. • use past, present and future forms with increasing accuracy when talking about events that have happened or are to happen in the future.	• demonstrate a command of Standard English. • speaks clearly when talking in class. • speaks with ever increasing confidence in grammatically correct sentences. • begins to speak to a wider audience e.g. whole school in assembly.	• demonstrate a good command of Standard English. • speaks confidently to a wider audience e.g. whole school in assembly. • adapts speaking style to suit the audience.	• demonstrate a more sophisticated command of Standard English. • articulates thoughts clearly when presenting to a range of audiences. • adopts a formal / informal tone as appropriate to the situation e.g. whole school assembly/collective worship.