



# Seamer and Irton CP School

## Progression of knowledge and skills in Spoken Language



KS2

**Substantive Knowledge** **Disciplinary Knowledge**

The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further contextualised within the reading and writing domains. This document details the expected progression of skills and knowledge across the Early Years Foundation Stage, Key Stage 1 and Lower and Upper Key Stage 2.

Following the statutory guidance from the National Curriculum PoS, pupils are taught to:	EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>listen with care and understanding, asking questions to learn more</li> </ul>	<ul style="list-style-type: none"> <li>listen attentively in a range of situations</li> <li>listen to stories, accurately anticipating key events</li> <li>follow instructions involving several ideas or actions</li> </ul>	<ul style="list-style-type: none"> <li>listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution or asking a relevant question when speaking in a reading group</li> <li>understand the main points</li> <li>begin to understand simple inference</li> </ul>	<ul style="list-style-type: none"> <li>listen carefully in a range of different contexts and respond with appropriate points to both adults and their peers</li> <li>ask for specific additional information to clarify</li> <li>understand inferred meanings</li> </ul>	<ul style="list-style-type: none"> <li>listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. within collaborative projects</li> <li>understand the implied meaning of what is spoken or said</li> <li>make improvements based on constructive feedback given</li> </ul>
<ul style="list-style-type: none"> <li>hold discussions and debates with adults and peers, showing awareness of audience and topic and speaking with clarity and control</li> </ul>	<ul style="list-style-type: none"> <li>be able to maintain back-and-forth exchanges</li> <li>develop their own narratives and explanations by connecting ideas or events</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussions about new books, poems, other writing, and vocabulary with the rest of the class</li> </ul>	<ul style="list-style-type: none"> <li>help to develop, agree on, and evaluate rules for effective discussion</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>engage in longer and sustained discussions and debates, giving opinions and challenging ideas</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>stay on topic during discussions and debates, building on others' contributions and offering alternative explanations for clarity</li> </ul>
<ul style="list-style-type: none"> <li>develop a wide and interesting vocabulary, including the use of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> <li>demonstrate understanding of what has been read to them by retelling stories and narratives using their own</li> </ul>	<ul style="list-style-type: none"> <li>show understanding of age-appropriate grammar rules for speech and writing</li> <li>discuss word meanings, linking new words to those already known</li> </ul>	<ul style="list-style-type: none"> <li>decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation</li> <li>demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between the language of fact and fiction</li> <li>demonstrate understanding and use of Standard English</li> </ul>

	words and recently introduced vocabulary		-discuss words and phrases that capture the reader's interest and imagination	
•explain their understanding of their reading and articulate their plans before writing	-demonstrate understanding when talking with others about what they have read -respond to what they hear with relevant comments, questions or actions	-link what they read to their own experiences, predict events and comment on the sequence of events -recognise repeated language within texts -compose sentences orally before writing -read aloud their own writing, using intonation for clarity	-begin to understand how writing can be different from speech -discuss texts read, referring to language, structure and presentation and using skills including inference, prediction, deduction and summarising -compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -assess the effectiveness of their own and others' writing, suggesting improvements  -begin to apply what they have learnt, for example, in writing dialogue for characters	-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously  -discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -identify, compare and discuss themes and conventions in and across a wide range of writing and books -make comparisons within and across books  -discuss texts read in detail, referring to language, structure and presentation and using skills including inference, prediction, deduction and summarising
•discuss, plan for, and take part in performances and presentations	-sing a range of well-known nursery rhymes and songs -perform songs, rhymes, poems and stories with others, and – when appropriate - try to move in time with the music. -invent, adapt and recount narratives and stories with peers and their teacher	-use roleplay and drama to explore characters' feelings and events	-read, re-read and rehearse poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  -use drama approaches to understand how to perform plays and poems to support their understanding of the meaning -read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	-prepare poems, plays and own compositions to read aloud and to perform, using appropriate intonation, tone and volume  -recommend books that they have read to their peers, giving reasons for their choices  -explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  -provide reasoned justifications for their views  -think aloud to generate ideas and re-read to check that the meaning is clear

Wider curriculum opportunities which enable pupils to practice and improve their spoken language skills include:	Drama workshops provided by Outreach drama groups	
	Class performances to parents and other year groups, delivered as destinations to topics	
	Visiting authors and virtual author Q and A	
		School councillors represent classes, gather feedback and represent peers' views
		Groups of councillors are provided the opportunity to debate in the town hall
	Drama club	
		Chatterbooks reading groups
	Animated Objects theatre group performances	Visits to the Stephen Joseph Theatre performances