



## St Paul and St Timothy's Catholic Infant School Spoken Language Progression Map

	EYFS - Reception	Y1	Y2
Listening Skills	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important. (C&amp;L)</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound. (C&amp;L)</li> <li>• Listen to and talk about stories to build familiarity and understanding. (C&amp;L)</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&amp;L)</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)</li> <li>• 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 (ELG LA&amp;U)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others in a range of situations and usually respond appropriately.</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 when speaking in a small reading group.</li> </ul>
Following instructions	<ul style="list-style-type: none"> <li>• 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 (ELG LA&amp;U)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand instructions with more than one point in many situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</li> <li>• Attempt to follow instructions before seeking assistance.</li> </ul>

<p><b>Asking and Answering Questions</b></p>	<ul style="list-style-type: none"> <li>• 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 (ELG LA&amp;U) 3</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding (ELG LA&amp;U)</li> <li>• Connect one idea or action to another using a range of connectives. (C&amp;L)</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG Sp)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to ask questions that are linked to the topic being discussed.</li> <li>• Answer questions on a wider range of topics (sometimes may only be one-word answers).</li> </ul>	<ul style="list-style-type: none"> <li>• Show that they are following a conversation by asking relevant and timely questions.</li> <li>• Answer questions using clear sentences.</li> <li>• Begin to give reasoning behind their answers when prompted to do so.</li> </ul>
<p><b>Drama, Performance and Confidence</b></p>	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs (ELG EAD BI&amp;E)</li> <li>• Perform songs, rhymes, poems and stories with others (ELG EAD BI&amp;E)</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses. (EAD)</li> <li>• Explore and engage in music making and dance, performing solo or in groups. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly in a way that is easy to understand.</li> <li>• Speak in front of larger audiences, e.g. in a class assembly, during a show and tell session.</li> <li>• To know when it is their turn to speak in a small group presentation or play performance.</li> <li>• Take part in a simple role play of a known story.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak confidently within a group of peers so that their message is clear.</li> <li>• Practise and rehearse reading sentences and stories aloud.</li> <li>• Take on a different role in a drama or role play and discuss the character's feelings.</li> <li>• Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</li> </ul>
<p><b>Vocabulary Building and Standard English</b></p>	<ul style="list-style-type: none"> <li>• Learn new vocabulary. (C&amp;L)</li> <li>• Use new vocabulary through the day. (C&amp;L)</li> <li>• Use new vocabulary in different contexts.(C&amp;L)</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG LIT C)</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary to describe their immediate world and feelings.</li> <li>• Think of alternatives for simple vocabulary choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to use subject- specific vocabulary to explain, describe and add detail.</li> <li>• Suggest words or phrases appropriate to the topic being discussed.</li> <li>• Start to vary language according to the situation between formal and informal.</li> <li>• Usually speak in grammatically correct sentences.</li> </ul>

## Speaking for a range of purposes

- 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 (ELG Sp)
  - Develop social phrases. (C&L)
  - Connect one idea or action to another using a range of connectives. (C&L)2
  - Talk about the lives of the people around them and their roles in society (ELG UTW P&P)
  - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG UTW PCC)
  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps (ELG UTW PCC)
  - Invent, adapt and recount narratives and stories with peers and their teacher (ELG EAD BI&E)
  - Describe events in some detail. (C&L)
  - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (C&L)
  - Talk about members of their immediate family and community. (UTW)
  - Name and describe people who are familiar to them. (UTW)
  - Comment on images of familiar situations in the past. (UTW)
  - Describe what they see, hear and feel whilst outside. (UTW)
- Organise their thoughts into sentences before expressing them.
  - Be able to describe their immediate world and environment.
  - To retell simple stories and recounts aloud.
- Talk about themselves clearly and confidently.
  - Verbally recount experiences with some added interesting details.
  - To offer ideas based on what has been heard.

## Participating in Discussion

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG LA&U)
  - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG Sp)
  - Connect one idea or action to another using a range of connectives. (C&L)
  - Describe events in some detail. (C&L)
  - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (C&L)
- Recognise when it is their turn to speak in a discussion.
  - Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.
- Give enough detail to hold the interest of other participant(s) in a discussion.
  - 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.