



Progression in Spoken Language

EYFS	Year 1	Year 2	Year 3	Year 4
Listen and respond appropriately to others				
<p>Is able to switch attention from play to an adult with a prompt. Can sit and listen to an adult and know this is important. Can follow 1 and 2 step instructions e.g collect your coat and your water bottle.</p>	<p>Demonstrates attentive listening and can express simple views on a subject. Consistently understands simple 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop. Note understanding of routine and non-routine instructions</p>	<p>Listens to others and is beginning to summarise some of the main points. Understands complex 2 to 3 part instructions e.g. with your partner, decide which character from the book you would most like to be friends with and explain why.</p>	<p>Listen and respond to others making connected comments and is beginning to extend the points made by others.</p>	<p>Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates.</p>
Maintain attention and participate actively in collaborative discussions				
<p>Is able to look at the speaker for a sustained period of time. Can sit without excessive movement to show attention.</p>	<p>Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture-turning towards the speaker when talking to others.</p>	<p>Can sustain the attention of the listener e.g. will use eye gaze and ask questions to involve and engage others</p>	<p>Can keep talk purposeful and stay on topic and is beginning to use gestures and intonation to further meaning.</p>	<p>Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.</p>
Ask relevant questions to extend understanding and know ledge				
<p>Can ask and understand simple questions - Who? What? Leading to why? Understand what a question is.</p>	<p>Will extend their understanding and knowledge by asking simple questions in a small group e.g. What... ? When... ? Why... ?</p>	<p>Show interest and ask lots of questions to find out specific information e.g. How do we know ... ? Why did... ?</p>	<p>Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc.</p>	<p>Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately.</p>

Consider and evaluate different view points

Can listen to what someone else says in play or in an adult led activity. Start and continue a conversation with a peer.	Responds to what they hear with relevant comments.	Recognises that there are other viewpoints. Make a simple comment in response to others' view points and say whether they agree or disagree and why.	Can listen to others' views and preferences, agree next steps to take, and consider alternatives e.g. "That didn't work. Why don't we try...?"	Make expanded comments with supporting detail in response to others' view points and say whether they agree or disagree and why.
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Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively

Starts a conversation with an adult in an appropriate way	Uses a more formal tone with the adults in school when appropriate.	Knows that they need to use different styles of talk with different people	With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor, presenting an argument to persuade the Head Teacher, expressing an opinion in a debate.	In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.
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Use relevant strategies to build vocabulary

Begins to use new words heard in story or modelled by adults – e.g use of scientific words about an insect, or words from the story The Gruffalo – stroll, knobbly.	Select specific words to make the meaning clearer. e.g. "I'm going to play with the red spotty ball and then the blue one."	Ask for the meaning of unknown words. Use newly introduced topic words appropriately in a sentence.	Use newly introduced topic words and more adventurous vocabulary appropriately.	Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. e.g. "I used sprinted instead of ran because it tells you more."
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Articulate and justify answers, arguments and opinions

Use talk to help solve problems in play and activities – explain how things work.	Use language to express opinion and explain e.g. "I want to go and build a snow man because it's snowing and it's fun."	Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again."	Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.	Articulate and justify opinion on a character, event or situation in response to a question or prompt
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Give well-structured descriptions, explanations and narratives for different purposes

Retell simple and repeated stories in role play, or with puppets. Use of picture prompts to support. Use character names and words from the story.	Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing	Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts e.g. I liked this because...	Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts e.g. I liked this because... It reminded me of...	Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons
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Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Uses language appropriate to imaginative play, responding to a stimulus.	Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation.	Will express characters' thoughts and feelings in imaginative play and uses appropriate words, phrases and sentences.	Is able to explore and imagine feelings within both story and real-life settings. Will express views and feelings and is showing the confidence to speculate on a range of possible outcomes	Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).
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Participate in discussions, presentations, performances, improvisations & debates

Use talk to organise themselves in play - including in role.	Represent a character in context.	Is able to work in role and take on some of the characteristics/ word and language choices of the character being represented. Will extend simple roles by expressing emotions.	Can create and sustain a role for longer periods adding greater detail to the representation.	Will sustain a role/scenario and shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement.
Is able to express a point of view and say if they disagree.	Contributes appropriately to discussions making comments relevant to the topic.	Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary.	Is able to present and structure information in different ways.	Presents information in a structured way and is able to use specific vocabulary.