

Stickland's CE VA Primary School Spoken Language – Progression of Skills

| Concept | | Milestone 1 (KS1) | Milestone 2 (LKS2) | Milestone 3 (UKS2) |
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| Listen carefully and understand | This concept involves understanding how to engage with what others are saying. | <ul style="list-style-type: none"> Sift information and focus on the important points. (<i>Whole class discussions and work with texts and highlight relevant information</i>) Seek clarification when a message is not clear. (<i>Discussion around the texts we use in class with open ended questioning for example What happened to the dinosaurs? Why are they extinct?</i>) Understand instructions with more than one point. | <ul style="list-style-type: none"> Engage in discussions, making relevant points (<i>e.g. talk partner work in all subjects, whole class discussions such as, Why was Stonehenge built? What will robots of the future be able to do?</i>) Ask for specific additional information to clarify. (<i>Chn encouraged to become active learners e.g. unfamiliar vocabulary, before starting a task</i>) Understand the meaning of some phrases beyond the literal interpretation. (<i>e.g. Summer B – Dialogues & Plays – proverbs, class story-time, reading lessons – inference skills</i>). | <ul style="list-style-type: none"> Understand how to answer questions that require more than a yes/ no or single sentence response. (<i>e.g. talk partner work in all subjects, completed in both the written and spoken form</i>) Recognise and explain some idioms. (<i>e.g. Spring B - Extreme Earth work carried out within English and Topic lessons; within Poetry units such as Spring A - Free verse and Summer B - Narrative poems and raps</i>) Understand irony (when it is obvious). (<i>e.g. Autumn A - Classical Shakespeare and through many class books studied. Class discussions within other curriculum areas, such as PSHE and History</i>) |
| Develop a wide and interesting vocabulary | This concept involves building a rich, sophisticated vocabulary with which to express oneself. | <ul style="list-style-type: none"> Use subject specific vocabulary to explain and describe. Suggest words or phrases appropriate to the topic being discussed. (<i>using the wow words and English board to create a dictionary of topic based words the children can use</i>) (<i>Discussing meaning of new words to create a word wall</i>) Identify homophones. (<i>identify different spellings and meanings of words as they come up in spellings, guided reading or English add these to the word wall</i>) | <ul style="list-style-type: none"> Use time, size and other measurements to quantify. (<i>e.g. English adverbials/adjectives, maths, science & specific D&T lessons such as robot building</i>). Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. (<i>throughout English lessons – see planning</i>) Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. (<i>Vocab sheets for each topic in each subject, showing assembly, MA chn to report back on research of additional words in spelling sessions.</i>) | <ul style="list-style-type: none"> Use adventurous and sophisticated vocabulary. (<i>e.g. established expectations that this is incorporated into all English lessons</i>) Explain the meaning of words, offering alternatives. (<i>e.g. established expectations that a range of synonyms are used within fiction, non-fiction and poetry writing, within all areas of the curriculum - a KS2 writing objective sheet is in all children's books, which highlights the expectations required for English, which is then transferable to all other areas of the curriculum</i>) Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. (<i>e.g. established expectations that these are used within all areas of the curriculum - a KS2 writing objective sheet in all children's books, which highlights the expectations required for English, which is then transferable to all other areas of the curriculum</i>) |
| Speak with clarity | This concept involves understanding that an audience needs to understand what is being said. | <ul style="list-style-type: none"> Speak in a way that is clear and easy to understand. (<i>encourage the children to take part in classroom discussions</i>) (<i>Encourage the chn to speak in assemblies and whole school performances building confidence in public speaking and the necessity to speak to be understood</i>) Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. (<i>using phonics and spelling lessons to encourage chn to use special friends to identify words that are not familiar</i>) Identify syllables within words. (<i>In guided reading and other areas we are using texts like comprehensions use syllables to sound out tricky words</i>) | <ul style="list-style-type: none"> Use verbs with irregular endings. (<i>e.g. spelling/English lessons, standard language modelled to the children and repeated back correctly to the child as reqd</i>). Use a mixture of sentence lengths to add interest to discussions and explanations. (<i>e.g. Talk for Writing – Explaining how everyday items work, How Fossils are formed</i>) Use intonation to emphasise grammar and punctuation when reading aloud. (<i>e.g. reading fluency practice, poetry & story performance, drama & role-play</i>) | <ul style="list-style-type: none"> Vary the length and structure of sentences. (<i>e.g. established expectations that this is incorporated into all areas of the curriculum to to create detail and description and suspense</i>) Ask questions and make suggestions to take an active part in discussions. (<i>e.g. through all areas of the curriculum, such as PSHE tasks; talking partner work; dramatisations; creating ART/DT work, etc.</i>) Comment on the grammatical structure of a range of spoken and written accounts. (<i>e.g. within a variety of texts studied within English lessons and within all areas of the curriculum, for example Summer B- The Zulus, accounts given from different viewpoints</i>) |

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| Tell stories with structure | This concept involves understanding how to keep an audience engaged through structured speech. | <ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. (Eg Tyrannosaurus Drip Unit 1 autumn term the focus is creating and writing a new story using the structure given of a beginning a middle and end) • Recount experiences with interesting detail. • Predict events in a story. (In all our topic story books used in English and also in guided reading the children are encouraged to think about what is about to happen for example in Dinosaurs and All That Rubbish the children have to predict what the earth will be like after the dinosaurs have started to reverse the man's changes to it. Likewise in Forgotten Species (non fiction) the children have to discuss why dinosaurs became extinct) | <ul style="list-style-type: none"> • Give just enough detail to keep the audience engaged. (e.g. English lessons – thinking as a reader when you are writing, what do they need to know? How can you introduce information without telling? Character development) • Bring stories to life with expression and intonation (e.g. actively developed & practiced in reading lessons, modelled in class story-time, practiced for performances e.g. poetry SLAM, half-termly poetry sharing assemblies, parent assemblies, reading stories to another class, author's chair). • Read the audience to know when to add detail and when to leave it out. (e.g. sharing topic homework with the class, presenting findings or research) | <ul style="list-style-type: none"> • Narrate detailed and exciting stories. (e.g. modelled within ERIC time; class story-time; sharing of stories created within English lessons and other subjects, Achievers' Assembly sharing opportunities; parent sharing assemblies; AIM High Writing Day visits; Author visits and WOW Days, e.g. World Book Day, National Poetry Day, etc. and sharing of homework) • Use the conventions and structure appropriate to the type of story being told. (e.g. established expectations that these are used within all areas of the curriculum - a KS2 writing objective sheet in all children's books, which highlights the expectations required for English, which is then transferable to all other areas of the curriculum) • Interweave action, character descriptions, settings and dialogue. (e.g. established expectations that these are used within all areas of the curriculum - a KS2 writing objective sheet in all children's books, which highlights the expectations required for English, which is then transferable to all other areas of the curriculum) |
| Hold conversations and debates | This concept involves understanding how to engage with others. | <ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. (Chn are encouraged to take part in class discussions and to listen to each other in all subjects) • Vary language between formal and informal according to the situation. (children given time to use drama to create stories and plays in English and other lessons. They also present their work formally as part of their publication of end of unit pieces like pamphlets) • Add humour to a discussion or debate where appropriate.(In KS 1 children are still building dramatic stances in which they will try to comprehend humour and emulate) | <ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. (e.g. Egyptian Cinderella debate, Should animals be kept in zoos? What caused Early Man to become extinct?) • Seek clarification by actively seeking to understand others' points of view. (talk partner discussions in class – modelled and supported e.g. maths problem solving, as above) • Respectfully challenge opinions or points, offering an alternative. (as above & maths & science – predictions etc, talk partner language is modelled, structured and supported) | <ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. (e.g. the provision of regular opportunities to speak, listen, share, accept and respect one another's ideas, thought, opinions and viewpoints is modelled across the curriculum and is the expectation held for all children to adhere to, seen within assembly times; all lessons and work carried out both in and out of the classroom) • Debate, using relevant details to support points. (e.g. Autumn A - Shakespeare's Macbeth play, Autumn B - The Odyssey and many other opportunities within other curriculum areas, such as PSHE and History) • Offer alternative explanations when others don't understand. (e.g. planning and thorough knowledge of all children's needs within the class enable the teacher to know how to assist and aid children with their learning at all times, through the use of spoken language; modelling; suitable resources and equipment to support) |