

Mayville Progression of Skills

English Spoken Language

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills Children should:	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. (C&L) - Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions recalling key events and innovating (alternate aspect). e.g. character, settings, object. (C&L) 	<ul style="list-style-type: none"> - Listen to others in a range of situations and usually respond appropriately. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. 	<ul style="list-style-type: none"> - Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. 	<ul style="list-style-type: none"> - Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. - Participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. 	<ul style="list-style-type: none"> - Make improvement based on constructive feedback on their listening skills.
Following Instructions Children should:	<ul style="list-style-type: none"> - Follow two-part instruction and question to clarify. (C&L) 	<ul style="list-style-type: none"> - Understand instructions with more than one point in many situations. 	<ul style="list-style-type: none"> - Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. - Attempt to follow instructions before seeking assistance. 	<ul style="list-style-type: none"> - Follow instructions in a range of unfamiliar situations. - Recognise when it is needed and ask for specific additional information to clarify instructions. 	<ul style="list-style-type: none"> - Follow complex directions/multi-step instructions without the need for repetition. 	<ul style="list-style-type: none"> - Follow complex directions/multi-step instructions without the need for repetition. 	<ul style="list-style-type: none"> - Follow complex directions/multi-step instructions without the need for repetition.
Asking and Answering Questions		<ul style="list-style-type: none"> - Begin to ask questions that are linked to the topic being discussed. 	<ul style="list-style-type: none"> - Show that they are following a conversation 	<ul style="list-style-type: none"> - Ask questions that relate to what has been heard or what was 	<ul style="list-style-type: none"> - Ask questions that relate to what has been heard or what was 	<ul style="list-style-type: none"> - Ask questions which deepen conversations 	<ul style="list-style-type: none"> - Regularly ask relevant questions to extend their



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Children should:	<ul style="list-style-type: none"> - Listen to, talk about and respond to stories (rhymes and songs) with questions (C&L) - Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT) - Listen, talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (C&L, LIT)) - Follow two-part instruction and question to clarify. (C&L) 	<ul style="list-style-type: none"> - Answer questions on a wider range of topics (sometimes may only be one-word answers). 	<p>by asking relevant and timely questions.</p> <ul style="list-style-type: none"> - Answer questions using clear sentences. - Begin to give reasoning behind their answers when prompted to do so. 	<p>presented to them.</p> <ul style="list-style-type: none"> - Begin to offer support for their answers to questions with justifiable reasoning. 	<p>presented to them.</p> <ul style="list-style-type: none"> - Begin to offer support for their answers to questions with justifiable reasoning. 	<p>and/or further their knowledge.</p> <ul style="list-style-type: none"> - Understand how to answer questions that require more detailed answers and justification. 	<p>understanding and knowledge.</p> <ul style="list-style-type: none"> - Articulate and justify answers with confidence in a range of situations.
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	<ul style="list-style-type: none"> - Question why things happen.(UTW) 						
Drama, Performance and Confidence Children show	<ul style="list-style-type: none"> - Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L) - Listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (EAD) 	<ul style="list-style-type: none"> - Speak clearly in a way that is easy to understand. - Speak in front of larger audiences, e.g. in a class assembly, during a show and tell session. - To know when it is their turn to speak in a small group presentation or play performance. - Take part in a simple role play of a known story. 	<ul style="list-style-type: none"> - Speak confidently within a group of peers so that their message is clear. - Practise and rehearse reading sentences and stories aloud. - Take on a different role in a drama or role play and discuss the character's feelings. - Recognise that sometimes speakers talk differently and discuss reasons why this might happen. 	<ul style="list-style-type: none"> - Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. - Speak regularly in front of large and small audiences. - Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. 	<ul style="list-style-type: none"> - Use intonation when reading aloud to emphasise punctuation. - Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. - Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. - Discuss the language choices of other speakers and how this may vary in different situations. 	<ul style="list-style-type: none"> - Narrate stories with intonation and expression to add detail and excitement for the listener. - Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. - Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. 	<ul style="list-style-type: none"> - Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). - Gain, maintain and monitor the interest of the listener(s). - Select and use appropriate registers for effective communication.



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Vocabulary Building and Standard English Children should:	<ul style="list-style-type: none"> - Talk about, describe and explain elements of a topic using newly introduced vocabulary (C&L, UTW) - Use vocabulary from stories, rhymes, poetry non-fiction books (C&L, LIT) 	<ul style="list-style-type: none"> - Use appropriate vocabulary to describe their immediate world and feelings. - Think of alternatives for simple vocabulary choices. 	<ul style="list-style-type: none"> - Start to use subject-specific vocabulary to explain, describe and add detail. - Suggest words or phrases appropriate to the topic being discussed. - Start to vary language according to the situation between formal and informal. - Usually speak in grammatically correct sentences. 	<ul style="list-style-type: none"> - Use vocabulary that is appropriate to the topic and/or the audience. - Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. - Discuss topics that are unfamiliar to their own direct experience. 	<ul style="list-style-type: none"> - Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. - Know and use language that is acceptable in formal and informal situations with increasing confidence. - Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. 	<ul style="list-style-type: none"> - Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. - Know and use language that is acceptable in formal and informal situations with increasing confidence. - Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. 	<ul style="list-style-type: none"> - Use relevant strategies to build their vocabulary. - Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose - Speak audibly, fluently and with a full command of Standard English in all situations. - Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. - Confidently explain the meaning of words and offer alternative synonyms.
Speaking for a Range of Purposes Children should:	<ul style="list-style-type: none"> - Offer extra explanation (reasoning) and description (detail) in topic, regarding feelings and in response to texts, art and music (C&L, 	<ul style="list-style-type: none"> - Organise their thoughts into sentences before expressing them. - Be able to describe their immediate world and environment. 	<ul style="list-style-type: none"> - Talk about themselves clearly and confidently. - Verbally recount experiences with some added interesting details. 	<ul style="list-style-type: none"> - Organise what they want to say so that it has a clear purpose. - Begin to give descriptions, recounts and narrative retellings 	<ul style="list-style-type: none"> - Give descriptions, recounts and narrative retellings with specific details to actively engage listeners. 	<ul style="list-style-type: none"> - Plan and present information clearly with ambitious added detail and description for the listener. - Participate in debates/arguments 	<ul style="list-style-type: none"> - Communicate confidently across a range of contexts and to a range of audiences. - Articulate and justify arguments



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	<p>PSED, LIT, UTW, EAD)</p> <ul style="list-style-type: none"> - Solve problems (reasoning) including position (UTW-Geographical skills and fieldwork) - Compare-similarities and differences in relation to places (features), objects, materials and living things (UTW- Locational Knowledge & Fieldwork) 	<ul style="list-style-type: none"> - To retell simple stories and recounts aloud 	<ul style="list-style-type: none"> - To offer ideas based on what has been heard. 	<p>with added details to engage listeners.</p>	<ul style="list-style-type: none"> - Debate issues and make their opinions on topics clear. - To adapt their ideas in response to new information. 	<p>and use relevant details to support their opinions and adding humour where appropriate.</p>	<ul style="list-style-type: none"> - and opinions with confidence. - Give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.
<p>Participating in Discussion Children should:</p>	<ul style="list-style-type: none"> - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG L&A) - Participate in small group, class and 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Give enough detail to hold the interest of other participant(s) in a discussion. - Engage in meaningful discussions that 	<ul style="list-style-type: none"> - Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. 	<ul style="list-style-type: none"> - Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. 	<ul style="list-style-type: none"> - Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. 	<ul style="list-style-type: none"> - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to



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	one-to-one discussions , offering their own ideas, using recently introduced vocabulary (ELG L&A)	valuable as their own opinions and ideas.	relate to different topic areas. - Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	- Take account of the viewpoints of others when participating in discussions.	- Begin to challenge opinions with respect. - Engage in meaningful discussions in all areas of the curriculum.	- Engage in longer and sustained discussions about a range of topics. - Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	comments with confidence. - Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. - Offer an alternative explanation when other participant(s) do not understand.
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