



Speech and Language Progression at Lodge Farm Primary School

Speech and language is a fundamental building block in children’s development. Our curriculum ensures that children have a high level of speech, language and communication so that they are able to communicate effectively with others and access all areas of the curriculum as they progress through their education and into adulthood.

FINAL GOAL FOR THE END OF KS2: To ensure that all children can communicate effectively with others in a wide variety of situations.

Listening and Responding

EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Early learning goal: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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 hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> maintains eye contact listens with periods of sustained concentration demonstrates active listening by the detail provided when responding to and answering questions takes some account of other speakers’ comments, e.g. in paired work listens to and follows two to three part instructions in familiar contexts uses single clause sentences and multi-clause sentences (using ‘and’, ‘but’, ‘or’ ‘if’ ‘when’ and ‘because) to help explain or justify an event usually keeps to a topic and can be easily prompted to move on if required demonstrates some interaction with speaker by adding to shared ideas describes a problem in their own words uses talk rather than actions to resolve a problem 	<ul style="list-style-type: none"> listens with periods of sustained concentration when more than one person is speaking recalls and conveys simple information clearly makes comments when the detail provided is unclear listens attentively in discussion by following up points listens to and follows 2 to 3 part instructions keeps to a topic considers and offers alternative viewpoints some development of speaker’s main ideas through e.g. repetition. explains their preferences/choices generally sequences talk to help the listener extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after 	<ul style="list-style-type: none"> sustains listening to a variety of sources, making notes if required focuses listening on main source by tuning out of distractions listens to key information and makes relevant, related comments demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation follows longer instructions that are not familiar builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others demonstrates increased clarity and precision of ideas e.g. through the use of relative clauses explains or gives reasons for their views or choices may introduce some new material or ideas adds detail or leaves information out according to how much is already known by the listener provides critical feedback constructively explains a process ensuring ideas are clearly sequenced 	<ul style="list-style-type: none"> maintains interest and attention when listening to a variety of complex and sometimes challenging ideas/sources: determining key information demonstrates attentive and sustained listening by building on others’ ideas by agreeing or disagreeing recognises specific points from the speaker that are then challenged courteously for greater clarity/detail/accuracy incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener demonstrate connections with other ideas and draws on different points of view when responding anticipates the listener’s response and makes use of counter arguments expresses ideas and feelings with clarity and precision uses a variety of ways to criticise constructively and respond to critique



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Questioning				
EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Early learning goal: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • make comments about what they have heard and ask questions to clarify their understanding • hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • asks questions to find out specific information including 'How' and 'Why' questions • answers simple 'How' or 'Why' questions • answers justified using the word 'because' • when prompted, draws on observations, ideas and simple secondary sources to suggest answers to questions • raises and answers questions linked to topics of interest/study or to personal experience • when prompted, poses 'What if?' questions during practical problem solving opportunities 	<ul style="list-style-type: none"> • asks questions for clarification and understanding (linked to age related context) • questions asked relate to the learning • asks and answers questions to aid problem solving • answers justified using evidence from the context • poses 'What if?' questions during practical problem solving opportunities 	<ul style="list-style-type: none"> • sometimes develops speaker's main ideas through questioning • asks questions for clarification and understanding (linked to age related context) • poses 'What if?' questions that may change the outcome or direction of the problem • poses and answers questions that will help make sense of a problem • asks and answers questions using modal verbs and adverbs to indicate degrees of possibility • when answering, refers back to and rephrases evidence from the context 	<ul style="list-style-type: none"> • develops own lines of enquiry • deepens understanding by questioning the given information • questions introduce new ideas/material • supports others to develop their understanding through questioning • understands which questions will develop learning / understanding • when answering, refers to evidence and communicates ideas with precision/clarity for given audience



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Oral rehearsal/presenting

EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Early Learning Goal: Speaking</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> occasional changes to language according to speaking partner(s), e.g. family and friends, teachers, others joins in with repetitive refrains recites poetry by heart orally rehearses in preparation for writing re-tells familiar stories using story language recounts personal experiences with some detail role-plays to explore characters and the language they use reading aloud is audible for the listener speaks clearly with occasional errors when reporting own and others' views to the class 	<ul style="list-style-type: none"> uses verb tenses/forms increasingly accurately retells a range of stories recites poetry by heart with appropriate intonation orally rehearses planning and writing experiments with a variety of levels of formality when talking with different people speaks with clarity and uses intonation when reading speaks clearly and audibly to a group sometimes uses voice, gesture or movement, in role play and improvisation appropriately responds to others in role helping to sustain the scenario talks about what they have found out and how they have found it out 	<ul style="list-style-type: none"> shows an awareness of spoken standard English required for formal contexts reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue) begins to adapt register in response to changing context and audience, e.g. switching between talk to friends and to school visitor performs stories and poems, identifying appropriate expression, tone, volume and use of voices participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates reports on findings from investigations (e.g. maths and science) 	<ul style="list-style-type: none"> generally selects spoken standard English appropriately with few exceptions effectively uses intonation, tone, volume and action when speaking or performing publically so that meaning is clear to the audience presents findings from enquiries, including conclusions, causal relationships and results some deliberate shaping of talk for listener, with variation in emphasis or gesture for clarity and effect presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language



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Talking with others				
EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Early Learning Goal: Speaking</p> <ul style="list-style-type: none"> • participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • 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. 	<ul style="list-style-type: none"> • takes turns in group conversations • understands agreed group discussion guidelines • sometimes expresses a view/opinion 	<ul style="list-style-type: none"> • takes turns and occasionally asks questions as well as offering ideas • under guidance, follows agreed group discussion guidelines • occasionally begins a group discussion 	<ul style="list-style-type: none"> • follows agreed group discussion guidelines • works in groups with minimum supervision • follows up others' points and shows whether they agree or disagree in a whole-class discussion • makes generally relevant comments which add to ideas or suggests alternatives 	<ul style="list-style-type: none"> • builds on their own and others' ideas and challenges views courteously • sustained contributions draw ideas together and promotes effective discussion • influences direction of talk • negotiates and makes decisions taking account of alternatives and consequences



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Vocabulary				
EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Early Learning Goal: Speaking</p> <ul style="list-style-type: none"> • participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • 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. 	<ul style="list-style-type: none"> • increases vocabulary using words provided by adults, discussions and environmental stimuli • discusses word meanings • develops synonyms for existing vocabulary • uses sequencing language to order events • with support uses comparative language to describe changes, patterns and relationships • uses some technical terminology across the curriculum 	<ul style="list-style-type: none"> • uses comparative language to describe changes, patterns and relationships • increases vocabulary using words provided by adults, discussions and environmental stimuli • discusses and clarifies word meanings, including favourite words and phrases • begins to select appropriate synonyms • uses some technical terminology accurately and precisely across the curriculum 	<ul style="list-style-type: none"> • builds a varied and rich vocabulary with greater independence • discusses and clarifies word meanings including homonyms which depend on context • considers shades of meaning when discussing synonyms • links events using a wider range of conjunctions and adverbs • uses technical terminology accurately and precisely across most areas of the curriculum 	<ul style="list-style-type: none"> • builds a varied and rich vocabulary, includes constructions used for formal language • discusses and clarifies word meanings, uses a wider range of synonyms precisely and effectively • selects appropriate synonym according to audience and purpose • incorporates a varied and rich vocabulary from a wide range of written and oral contexts • uses a range of cohesive devices to link ideas • uses technical terminology accurately and precisely across the curriculum • debates specific points effectively and maintains a focus on the topic