

Curriculum Progression Map English – Spoken Language

The Speak for Change reports defines oracy as ‘our ability to communicate effectively using spoken language. It is the ability to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express your views.’

In other words, it is an essential life skill which everybody at Warden Hill is invested in ensuring that all of our children achieve.

We aim for all pupils to speak confidently and fluently combined with the ability to listen and consider other viewpoints. We encourage them to articulate their ideas clearly. To do this, children need to feel that they **belong** to our school and this is what we strive for all children to feel. If they feel they **belong**, they will have the confidence to express their ideas and **explore** other ideas in discussions/debates.

Our intent is to also ensure children have the knowledge and vocabulary available to express their views and they will build their vocabulary throughout their time with us.

At Warden Hill we...

- **Expose** children to new words constantly.

We know that new words are learned gradually over time through exposure.

- We ensure that we are using standard English when speaking to the children as well as ensuring that we use **sophisticated language within our classrooms** day in day out.

We know that most vocabulary is learned incidentally through conversation and reading – therefore we place an emphasis on making sure that our classrooms are language rich.

- By using **explicit instruction to teach** our children **new** words, we hope that our children become ‘word conscious’.

We value the critical importance of reading aloud daily to our children. Having a reading role model will undoubtedly have a positive influence on how our children read, articulate themselves and how effectively they can communicate in every aspect of their school life.

Our children **succeed** in all the skills involved in oracy. With excellent oracy, they will ultimately flourish and be extremely prepared for their adult life.

Year group	Key skills and 'sticky' knowledge	Spoken language Units
R Communication and Language: C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE, daily story time, learning, rhymes, songs and poems, speech and language interventions e.g. NELI, and Black Sheep Press resources	<ul style="list-style-type: none"> • I can start to link simple sentences (using sentences of 4-6 words), using words such as because, or, and • I can explain in simple sentences, including ordering, stating what happened and what might happen • I can use tense, intonation and rhythm to enhance meaning • I can answer simple 'why' questions • I can use vocabulary to express imaginary events in play • I can engage in imaginary role play sometimes building stories around toys and objects • I can explore new vocabulary, sounds and intonation and use new vocabulary in different contexts • I can ask relevant questions and make relevant comments • I can listen to and talk about stories, building familiarity and understanding • I can retell a story (some as exact repetition) and some in own words • I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults • I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went') 	Shine by Sarah Asuquo: Children to talk about what makes them Shine?
By the end of year Reception	<ul style="list-style-type: none"> • I can express myself effectively, showing awareness of listeners' needs, using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support • I can participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary • I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • I can invent, adapt and recount narratives and stories • I can perform songs, rhymes, poems and stories with others 	Linked to The World: All About Plastic by Neal Layton Why should we stop making plastic products?

Year 1	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> • Speak clearly and confidently in front of others • Retell a well-known story, remembering the main characters • Prepare to use 'new' words when communicating • Hold attention well when collaborating with others • Does not stray away from main topic when engaged in collaborative talk • Prepare to ask relevant questions to extend understanding and knowledge • Initiate conversation in collaborative situation • Listen carefully to what others are saying in group talk • Happy to join in with role play 	<p>Linked to Humanities: What can we do as a class to slow down climate change?</p> <p>Linked to PSHE – To complete a small talk about how they keep healthy.</p>
Year 2	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> • Ask questions to gain information and to clarify meaning • Express themselves using complete sentences when required • Make more specific vocabulary choices, for example – technical language • Take turns when talking in pairs or in small groups • Offer appropriate comments in paired or small group discussion • Begin to be aware that formal and informal situations require a different role and language • Retell a familiar story using narrative language and linking words and phrases • Hold the attention of listeners by adapting the way they talk • Begin to understand how to speak for different purposes and audiences • Perform a simple poem from memory 	<p>Linked to Humanities: To perform a monologue from the point of view of one of the key historical figures of the happenings of The Great Fire of London.</p> <p>In conjunction with the written English units children will have read the Proudest Blue by Ibtihaj Muhammad, S. K. Ali and Rosa Parks Lisbeth Kaiser.</p> <p>Rosa parks: ' The Mother of the Freedom Movement', in this inspiring story. In this true story of an inspiring civil rights activist, Rosa Parks grew up during segregation in Alabama, but she was taught to respect herself and stand up for her rights. This will allow for a structured class discussion about the different cultures and how we should celebrate our differences.</p>
Year 3	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> • Talk and listen confidently in different situations. • Show they have listened carefully by asking relevant questions. • Develop and explain their ideas giving reasons. • Sequence and communicate ideas in an organised and logical way in complete sentences as required. 	<p>Linked to the Humanities: Would you rather live in the Stone Age, Ancient Egypt or Ancient Greece?</p> <p>A presentation in groups of 3 on one of the following:</p> <ul style="list-style-type: none"> • Stephen Hawking

	<ul style="list-style-type: none"> • Vary the amount of detail dependent on the purpose and audience. • Participate fully in paired and group discussions. • Show understanding of the main points in a discussion. • Vary the use and choice of vocabulary dependent on the audience and purpose. • Start to show awareness of how and when standard English is used. • Retell a story using narrative language and added relevant detail. • Perform poems from memory adapting expression and tone as appropriate. • Show they have listened carefully through making relevant comments. • Formally present ideas or information to an audience. • Recognise that meaning can be expressed in different ways dependent on the context. • Begin to adapt use of language to meet the needs of the audience/listener. 	<ul style="list-style-type: none"> • Emmeline Pankhurst • Martin Luther King <p>After hearing all the presentations the class will vote for the person who has made the biggest difference to the world they live in today.</p>
Year 4	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> • Talk and listen confidently in a wide range of contexts. • Ask questions to clarify or develop understanding. • Give an answer and justify it with evidence. • Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required. • Show understanding of the main points and significant details in a discussion. • Show they have listened carefully through making relevant comments. • Increasingly able to adapt what they say to meet the needs of the audience/listener. • Vary the use and choice of vocabulary dependent on the audience and purpose. • Vary the amount of detail dependent on the purpose and audience. • Show understanding of how and why language choices vary in different contexts. • Use some features of Standard English. • Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. • Understand when the context requires the use of Standard English. 	<p>Malala by Malala Y</p> <p>How is Malala's childhood different to yours? To discuss the comparisons between Malala's experience and their own and reflect and value the differences.</p> <p>Who were the best invaders? The Romans, The Anglo Saxons or the Vikings?</p> <p>Performance Poetry – using a variety of different poems</p>

<p>Year 5</p>	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> • Talk and listen confidently in a wide range of contexts, including some that are formal. • Engage the interest of the listener by varying their expression and vocabulary. • Adapt spoken language to the audience, purpose and context. • Explain the effect of using different language for different purposes • Develop ideas and opinions with relevant detail. • Express ideas and opinions, justifying a point of view. • Show understanding of the main points, significant details and implied meanings in a discussion. • Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views. • Begin to use Standard English in formal situations. • Begin to use hypothetical language to consider more than one possible outcome or solution. • Perform their own compositions, using appropriate intonation and volume so that meaning is clear. • Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone. • Understand and begin to select the appropriate register according to the context. 	<p>When Stars are Scattered by Victoria Jaimeson and Omar Mohamed and the Boy at the Back of the class and The Closest thing to Flying: Bringing it all together - To hold a class discussion on refugees and what our feelings and thoughts are?</p> <p>The focus will be on developing the children's ability to build on others questions and the answers given e.g. an answer is given and a child develops the answer further with another question related to it. (6 key statements to be used e.g. What was the hardest part of being a refugee?)</p> <p>Should we ban the production of Palm Oil? (Linked to Geography)</p> <p>To perform their own poem inspired by the Dreadful Menace</p>
<p>Year 6</p>	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence • Ask questions to develop ideas and make contributions that take account of others' views. • Use evidence to support ideas and opinions. • Explain ideas and opinions, elaborating to make meaning explicit. • Take an active part in discussions, taking different roles. • Use hypothetical and speculative language to express possibilities. • Use standard English fluently in formal situations. • Debate an issue, maintaining a focused point of view. • Use formal language of persuasion to structure a logical argument. 	<p>Kick by Mitch Johnson</p> <p>A story about dreaming big, about hope and heroes, and never letting anything stand in your way.</p> <p>To take part in a structured debate on the Theme: Should we buy clothes from a sweatshop organisation?</p> <p>A balanced debate linked to their Geography unit: Should tourists visit the Himalayas?</p>

- Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.
- Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere
- Talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression.
- Pay close attention to and consider the views and opinions of others in discussions.
- Make contributions to discussions, evaluating others' ideas and responding to them.
- Understand and select the appropriate register according to the context.