

Progression in Communication and language

<p>Nursery (3-4)</p>	<ul style="list-style-type: none"> ▪ Enjoy listening to longer stories and remember what happens ▪ Pay attention to more than one thing at a time ▪ Use a wider range of vocabulary ▪ Understand a two part question or instruction ▪ Understand 'Why?' questions ▪ Sing a large repertoire of songs ▪ Know many rhymes, be able to talk about familiar books and tell a longer story ▪ Develop their communication with some errors with tenses and plurals ▪ Develop pronunciation ▪ Use longer sentences of 4 to 6 words ▪ Be able to express a point of view and debate whether they agree/disagree with another person ▪ Start and maintain a conversation with a friend or adult ▪ Use talk to organize themselves and their play ▪ To confidently communicate own needs
<p>Reception</p>	<ul style="list-style-type: none"> ▪ Understand how to listen carefully and why it is important ▪ Learn and use new vocabulary ▪ Ask questions to find out more and to check understanding ▪ Articulate ideas and thoughts in well formed sentences ▪ Use connectives to join ideas ▪ Describe events in some detail ▪ Use talk to help work out problems and organize thinking and activities ▪ Explain how things work and why they might happen ▪ Develop social phrases ▪ Engage in story time ▪ Listen to and talk about stories ▪ Retell a story – some repetition and some own words ▪ Use new vocabulary in different contexts ▪ Listen carefully to songs and rhymes ▪ Learn poems, rhymes and stories ▪ Engage in non-fiction texts ▪ Listen to and talk about selected non-fiction to develop new knowledge and vocabulary
<p>ELG</p>	<ul style="list-style-type: none"> ▪ To listen attentively in a range of situations. ▪ To give their attention to what others say and respond appropriately, while engaged in another activity. ▪ To follow instructions involving several ideas or actions. ▪ To answer 'how' and 'why' questions about their experiences and in response to stories or events. ▪ To express themselves effectively, showing awareness of listeners' needs. ▪ To speak confidently in a familiar group, will talk about their ideas. ▪ To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. ▪ To develop their own narratives and explanations by connecting ideas or events. ▪ To listen and respond to ideas expressed by others in conversation or discussion. This is 40-60m not ELG.
<p>Year 1</p>	<ul style="list-style-type: none"> ▪ To listen to others in a range of situations and usually respond appropriately. ▪ To understand instructions with more than one point in many situations. ▪ To begin to ask questions that are linked to the topic being discussed. ▪ To answer questions on a wider range of topics (sometimes may only be one-word answers). ▪ To speak clearly in a way that is easy to understand. ▪ To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. ▪ To know when it is their turn to speak in a small group presentation or play performance. ▪ To take part in a simple role play of a known story. ▪ To use appropriate vocabulary to describe their immediate world and feelings. ▪ To think of alternatives for simple vocabulary choices. ▪ To organise their thoughts into sentences before expressing them. ▪ To be able to describe their immediate world and environment. ▪ To retell simple stories and recounts aloud.
<p>Year 2</p>	<ul style="list-style-type: none"> ▪ To 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. ▪ To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. ▪ To attempt to follow instructions before seeking assistance. ▪ To show that they are following a conversation by asking relevant and timely questions. ▪ To answer questions using clear sentences. ▪ To begin to give reasoning behind their answers when prompted to do so. ▪ To speak confidently within a group of peers so that their message is clear. ▪ To practise and rehearse reading sentences and stories aloud. ▪ To take on a different role in a drama or role play and discuss the character's feelings. ▪ To recognise that sometimes speakers talk differently and discuss reasons why this might happen. ▪ To start to use subject- specific vocabulary to explain, describe and add detail. ▪ To suggest words or phrases appropriate to the topic being discussed. ▪ To start to vary language according to the situation between formal and informal. ▪ To usually speak in grammatically correct sentences. ▪ To talk about themselves clearly and confidently. ▪ To verbally recount experiences with some added interesting details. ▪ To offer ideas based on what has been heard

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<p>Year 3</p>	<ul style="list-style-type: none"> ▪ To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. ▪ To follow instructions in a range of unfamiliar situations. ▪ To recognise when it is needed and ask for specific additional information to clarify instructions. ▪ To ask questions that relate to what has been heard or what was presented to them. ▪ To begin to offer support for their answers to questions with justifiable reasoning. ▪ To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. ▪ To speak regularly in front of large and small audiences. ▪ To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. ▪ To use vocabulary that is appropriate to the topic and/or the audience. ▪ To 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. ▪ To discuss topics that are unfamiliar to their own direct experience. ▪ To organise what they want to say so that it has a clear purpose. ▪ To begin to give descriptions, recounts and narrative retellings with added details to engage listeners
<p>Year 4</p>	<ul style="list-style-type: none"> ▪ To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. ▪ To follow complex directions/multi-step instructions without the need for repetition. ▪ To generate relevant questions to ask a specific speaker/audience in response to what has been said. ▪ To regularly offer answers that are supported with justifiable reasoning. ▪ To use intonation when reading aloud to emphasise punctuation. ▪ To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. ▪ To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. ▪ To discuss the language choices of other speakers and how this may vary in different situations. ▪ To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. ▪ To know and use language that is acceptable in formal and informal situations with increasing confidence. ▪ To 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. ▪ To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. ▪ To debate issues and make their opinions on topics clear. ▪ To adapt their ideas in response to new information.
<p>Year 5</p>	<ul style="list-style-type: none"> ▪ To 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. ▪ To follow complex directions/multi-step instructions without the need for repetition. ▪ To ask questions which deepen conversations and/or further their knowledge. ▪ To understand how to answer questions that require more detailed answers and justification. ▪ To narrate stories with intonation and expression to add detail and excitement for the listener. ▪ To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. ▪ To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. ▪ To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. ▪ To know and use language that is acceptable in formal and informal situations with increasing confidence. ▪ To 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. ▪ To plan and present information clearly with ambitious added detail and description for the listener. ▪ To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.
<p>Year 6</p>	<ul style="list-style-type: none"> ▪ To make improvements based on constructive feedback on their listening skills. ▪ To follow complex directions/multi-step instructions without the need for repetition. ▪ To regularly ask relevant questions to extend their understanding and knowledge. ▪ To articulate and justify answers with confidence in a range of situations. ▪ To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). ▪ To gain, maintain and monitor the interest of the listener(s). ▪ To select and use appropriate registers for effective communication. ▪ To use relevant strategies to build their vocabulary. ▪ To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose ▪ To speak audibly, fluently and with a full command of Standard English in all situations. ▪ To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. ▪ To confidently explain the meaning of words and offer alternative synonyms. ▪ To communicate confidently across a range of contexts and to a range of audiences. ▪ To articulate and justify arguments and opinions with confidence. ▪ To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. ▪ To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ▪ To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.