

The Priory Catholic Voluntary Academy Spoken Language Progression Ladders

EYFS Communication and Language Progression Ladders

	W.EYFS (nursery- dev matters)	Autumn EYFS.1	Spring EYFS.2	Summer EYFS.3
MET	<p><u>Listening, Attention and understanding:</u></p> <ul style="list-style-type: none"> I can enjoy listening to longer stories and can remember much of what happens. I can find it difficult to pay attention to more than one thing at a time. I can understand a question or instruction that has two parts, such as "Get your coat and wait at the door". I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?" I can answer simple 'why' questions 	<ul style="list-style-type: none"> I can understand how to listen carefully and why listening is important. I can learn new vocabulary. I can engage in story times. I can listen carefully to rhymes and songs, paying attention to how they sound. I can learn rhymes, poems and songs. I can engage in non-fiction books. 	<ul style="list-style-type: none"> I can use new vocabulary through the day. I can listen to and talk about stories to build familiarity and understanding. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>ELG</p> <ul style="list-style-type: none"> I can 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; I can make comments about what they have heard and ask questions to clarify their understanding; I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> I can use a wider range of vocabulary. I can sing a large repertoire of songs. I can know many rhymes, be able to talk about familiar books, and be able to tell a long story. I can develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 	<ul style="list-style-type: none"> I can ask questions to find out more and to check they understand what has been said to them. I can articulate their ideas and thoughts in well-formed sentences. I can connect one idea or action to another using a range of connectives. 	<ul style="list-style-type: none"> I can describe events in some detail. I can use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. I can develop social phrases. I can retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. I can use new vocabulary in different contexts. 	<p>ELG</p> <ul style="list-style-type: none"> I can participate in small group, class and one-to-one discussions, offering their 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 express their ideas and feelings about their experiences using full sentences, including use of

	<ul style="list-style-type: none"> • I may have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • I can use longer sentences of four to six words. • I can be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • I can start a conversation with an adult or a friend and continue it for many turns. • I can use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 			<p>past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
--	---	--	--	---

Year 1 Spoken Language Progression Ladders

	W 1.1	Autumn 1.1	Spring 1.2	Summer 1.3
MET	<ul style="list-style-type: none"> I can listen in a range of situations. I can listen to stories, anticipate events, respond to what I hear with relevant comments I can give attention to what others have to say. I can express myself using past, present and future forms. I can develop my own narratives and explanations, connecting ideas and events. 	<ul style="list-style-type: none"> I can follow simple instructions. I can hold attention while playing and learning with others. I join in with conversations in a group. I can answer simple questions. I know when it is my turn to speak in a small group presentation or performance. I can start a conversation with an adult I know well or a friend. I join in with role play. I can retell a simple recount aloud. I listen carefully to the things other people have to say in a group. I can express myself using past, present and futures forms accurately when talking about events and developing narratives 	<ul style="list-style-type: none"> I understand and follow instructions with more than one point. I speak clearly and confidently in front of people in my class. I can take part in simple roleplays of a known story. I can re-tell a well-known story and remember the main characters. I can listen to others in a range of situations and usually respond appropriately. I can ask questions in order to get more information. I can share my opinion in a discussion. I can keep to the main topic when we are talking in a group. I can use appropriate vocabulary to describe the world or how I am feeling. 	<ul style="list-style-type: none"> I can speak in front of larger audiences. I listen carefully in a range of situations and respond appropriately to adults and my peers. I recognise when it is my turn to speak in a discussion. I can ask questions that are related to the topic being discussed. I can answer questions on a wider range of topics (sometimes one-worded). I recognise that different people have different ideas and these are valuable. I can think of alternatives for simple vocabulary choices.
EMBEDDED				<ul style="list-style-type: none"> I can extend ideas when talking by providing more detail I engage in imaginative play and discuss why I like a performance. I try out new words and ways of expressing meaning.

If pupils have achieved the **MET** criteria for that term, they have achieved the National Standard for that term.

Year 2 Spoken Language Progression Ladders

	Autumn 2.1	Spring 2.2	Summer 2.3
MET	<ul style="list-style-type: none"> • I can ask questions to get more information and clarify meaning. • I can talk in complete sentences. • I can answer questions in complete sentences. • I can take turns when talking in pairs or a small group. • I can retell a story using narrative language and linking words and phrases. • I can perform a simple poem from memory. • I listen to others in class, ask questions and follow instructions. • I can take on different roles in drama and role play. 	<ul style="list-style-type: none"> • I can show that I am following a conversation by asking relevant and timely questions. • I can speak confidently within a group of my peers. • I am beginning to give reasoning behind my answers when prompted to do so. • I am beginning to understand how to speak for different purposes and audiences. • I can verbally recount experiences, with some added interesting detail. • I can decide when I need to use specific vocabulary. • I can give enough detail to hold interest in a discussion. • I follow instructions with more than one point and independently seek clarification when a message is not clear. 	<ul style="list-style-type: none"> • I am beginning to be aware that formal and informal situations require different language. • I can hold the attention of people I am speaking to by adapting the way I talk. • I can use subject specific vocabulary describe and add detail. • I usually speak in grammatically correct sentences. • I can remain focussed on a discussion when I am not directly involved. • I listen to a talk by an adult, remember some specific points and identify what I have learned.
EMBEDDED		<ul style="list-style-type: none"> • I respond to presentations by describing characters, repeating some highlights and commenting constructively. • I adopt appropriate roles in small or large groups and consider alternative courses of action. 	<ul style="list-style-type: none"> • I can present parts of traditional stories, own stories or work from different parts of the curriculum for members of my class. • I consider how mood and atmosphere are created in a performance.

If pupils have achieved the **MET** criteria for that term, they have achieved the National Standard for that term.

Year 3 Spoken Language Progression Ladders

	Autumn 3.1	Spring 3.2	Summer 3.3
MET	<ul style="list-style-type: none"> • I can show that I have listened carefully because I make relevant comments. • I follow instructions in a range of unfamiliar situations. • I speak regularly in front of small and large audiences. • I can sequence and communicate ideas in an organised and logical way, always using complete sentences. • I can ask questions that relate to what I have heard/what has been presented to me. • I take a full part in paired and group discussions. • I organise what I want to say so that it has a clear purpose. • I can retell a story using narrative language and add relevant detail. • I participate in role play tasks, showing understanding of character. 	<ul style="list-style-type: none"> • I listen carefully in a range of different contexts and usually respond appropriately to both adults and my peers. • I recognise when it is needed and ask for specific additional information to clarify instructions. • I can present ideas or information to any audience. • I use vocabulary that is appropriate to the topic and audience. • I am beginning to offer support for my answers to questions with justifiable reasoning. • I can discuss topics that are unfamiliar to my own direct experiences. • I can perform poems from memory adapting expression and tone as appropriate. • I recognise that meaning can be expressed in different ways, depending on the context. 	<ul style="list-style-type: none"> • I speak audibly and fluently. • I am beginning to show that I know when Standard English is required and use it. • I vary the amount of detail and choice of vocabulary, depending on the purpose and audience. • I recognise and use powerful vocabulary from texts in my own talk. • I engage in discussion, making relevant points and asking relevant questions to show that I have been following a conversation. • I take account of others viewpoints when participating in a discussion.
EMBEDDED	<ul style="list-style-type: none"> • I am beginning to show understanding of characters or situations by adapting speech, gesture and movement, helping to create roles and scenarios. 	<ul style="list-style-type: none"> • I identify and discuss qualities of others' performances, including speech, gesture and action. I am beginning to evaluate the value of questioning. 	<ul style="list-style-type: none"> • I use some drama strategies to explore stories or issues. For example: Conscience Alley. • I demonstrate a sound understanding of questioning techniques.

If pupils have achieved the criteria for that term they are considered a '**Met**' pupil, they have achieved the National Standard for that term.

Year 4 Spoken Language Progression Ladders

	Autumn 4.1	Spring 4.2	Summer 4.3
MET	<ul style="list-style-type: none"> • I can sequence, develop and communicate ideas in an organized and logical way, always using complete sentences. • I listen carefully in a range of different contexts and respond appropriately to both adults and my peers. • I show that I understand the main point and the details in a discussion. • I ask questions to clarify or develop my understanding. • I speak audibly and fluently. • I can use intonation when speaking out loud. 	<ul style="list-style-type: none"> • I engage in discussion making relevant points and ask for specific additional information or viewpoints from others. • I show that I know that language choices vary in different contexts. • I can generate relevant questions to ask a specific speaker/and in response to what has been said. • I regularly offer answers that are supported with justifiable reasoning. • I can use interesting adjectives in speech. • I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. • I can take on a specific role in role play/drama activities and participate in focussed discussion whilst remaining in character. 	<ul style="list-style-type: none"> • I can take part in a debate and make my opinion on a topic clear. • I am beginning to challenge the opinion of others with respect. • I can justify answers by giving evidence. • I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. • I increasingly adapt what I am saying to the needs of the listener or audience. • I know and use language that is acceptable in formal/informal situations with increasing confidence. • I use Standard English when it is required and in a range of contexts. • I can discuss the language choices of others speakers and how this may vary in different situations.
EMBEDDED	<ul style="list-style-type: none"> • I create roles showing how behaviour can be interpreted from different viewpoints. 	<ul style="list-style-type: none"> • I can convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios. • I am able to evaluate the qualities of a speaker's voice. 	<ul style="list-style-type: none"> • I am beginning to evaluate my own contributions to a group commenting constructively on strengths and areas to improve. • I am secure in a number of roles within a group and in using some accompanying language.

If pupils have achieved the criteria for that term they are considered a '**Met**' pupil, they have achieved the National Standard for that term.

Year 5 Spoken Language Progression Ladders

	Autumn 5.1	Spring 5.2	Summer 5.3
MET	<ul style="list-style-type: none"> • I can follow multi-step instructions without the need for repetition. • I can develop my ideas and opinions, providing relevant detail. • I show that I understand the main points, including implied meaning in a discussion. • I can express my point of view. • I listen carefully in discussions. I make timely contributions and ask questions that are responsive to others' ideas and views. • I can develop, agree to and evaluate rules for effective discussion, following my own rules in small group or whole class discussion. • I participate in debates and arguments and use relevant detail to support my opinion and add humour where appropriate. 	<ul style="list-style-type: none"> • I can engage the listener by varying my expression and vocabulary. • I plan and present information clearly with ambitious added detail and description for the listener. • I can engage in longer, sustained discussions about a range of topics. • I can ask questions which deepen a conversation and/or further my knowledge. • I understand how to answer questions that require more detailed answers and justification. • I adapt my spoken language depending on the audience, the purpose or the context. • I use Standard English in formal situations. • I can perform poems and plays from memory, making careful choices about how I convey idea. I adapt my expression and tone. 	<ul style="list-style-type: none"> • I can narrate stories with intonation and expression to add detail and excitement for the listener. • I can combine vocabulary choices, gesture and body movement to take on and maintain character. • I begin to select the appropriate register according to the context. • I know and use language that is acceptable in formal and informal situations with confidence. • I regularly use interesting adjectives, adverbial phrases and noun phrases in speech. • I can perform my own compositions, using appropriate intonation and volume so that meaning is clear. • I can ask questions, offer suggestions, challenge ideas and give my opinion in order to take an active part in discussion. • I am beginning to use hypothetical language to consider more than one possible outcome or solution.
EMBEDDED	<ul style="list-style-type: none"> • I show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios. 		<ul style="list-style-type: none"> • I sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions.

If pupils have achieved the criteria for that term they are considered a '**Met**' pupil, they have achieved the National Standard for that term.

Year 6 Spoken Language Progression Ladders

	Autumn 6.1	Spring 6.2	Summer 6.3
MET	<ul style="list-style-type: none"> • I can follow complex instructions without the need for repetition. • I ask questions to develop ideas and take account of others' views. • I regularly ask relevant questions to extend my knowledge and understanding. • I explain ideas and opinions giving reasons and evidence. • I can offer an alternative explanation when others participating don't understand. • I listen to, and consider the opinions of, others in discussions. • I can use relevant strategies to build my vocabulary. • I can give well-structured descriptions and presentations for different purposes. 	<ul style="list-style-type: none"> • I can communicate confidently across a range of contexts and to a range of audiences. • I make contributions to discussions, evaluate others' ideas and respond to them. • I maintain attention and participate actively in collaborative conversation, staying on topic and initiating and responding to comments with confidence. • I can articulate and justify my answers with confidence in a range of situations. • I engage listeners through choosing appropriate vocabulary and register that is matched to context. • I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere. 	<ul style="list-style-type: none"> • I talk audibly, confidently and fluently in a range of situations, using formal and Standard English, if necessary. • I can participate confidently in a range of different performances, role play exercises and improvisation. • I can use advanced and ambitious vocabulary in speech appropriate to the topic. • I can express possibilities using hypothetical and speculative language. • I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. • I can sustain and argue a point of view in a debate, using the formal language or persuasion. • I consider and evaluate different viewpoints, building on the contribution of others.
EMBEDDED	<ul style="list-style-type: none"> • I take an active part in discussions and can take on different roles. 	<ul style="list-style-type: none"> • I demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues. 	

If pupils have achieved the criteria for that term they are considered a '**Met**' pupil, they have achieved the National Standard for that term.

