

The Priory Catholic Voluntary Academy Spoken Language Progression Ladders

EYFS Communication and Language Progression Ladders

	Baseline	Advent	Lent	Pentecost/ELG
MET	<p><u>Listening, Attention and understanding:</u></p> <ul style="list-style-type: none"> • Listens to others 1:1 or in small groups when conversation interests them. • Listens to stories with increasing attention and recall. • Focuses attention-s till listen and do (but can shift own attention) • Is able to respond and follow instructions (if not intently focused on own choice of activity) • Shows understanding of prepositions. • Understands the use of objects (eg scissors for cutting). • Begins to understand how/why questions. 	<ul style="list-style-type: none"> • Maintains attention and sits appropriately during an activity. • Listen and do for a short span (two channeled attention). • Able to follow a story with props or pictures. • Responds to simple instructions. • Understands humour e.g, in stories. 	<ul style="list-style-type: none"> • Maintains attention, concentrates, and sits appropriately during an activity. • Listen and do for a short span, using comments and actions in a small group. • Able to follow a story without props or pictures. • Responds to instructions involving two-part sequence. • Respond and takes turns when communicating. • Begins to ask why or how questions. 	<ul style="list-style-type: none"> • Listen attentively. • Respond to what they hear with relevant questions, comments and actions when being read to. • Respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher/peers.
	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Begins to use more complex sentences to link thoughts (e.g. and because). • Can retell a simple past event in correct order. • Uses talk to connect ideas, explain what is happening and anticipates what might happen next, recall and relies on experiences. • Questions why things might happen. • Uses a range of tenses. • Uses intonation, rhythm and phrasing to make meaning clear. • Uses vocabulary focused on objects, and people that are of particular importance. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk to pretend e.g. box is my castle 	<ul style="list-style-type: none"> • Extends vocabulary e.g. grouping and exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play. • Links statements and sticks to main theme/intention. • Uses talk to organise, sequence, and clarify ideas, and events. • Introduce a storyline or narrative into their play. 	<ul style="list-style-type: none"> • Participates and uses newly introduced vocabulary in 1:1/ small group contexts. • Makes use of some introduced vocabulary from stories, rhymes and poems in their own storyline or narrative. • Uses talk to organise, sequence, and clarify thinking and ideas. • Expresses their ideas and feelings using full sentences, using past and present tense. 	<ul style="list-style-type: none"> • Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary. • Offers 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, using past, present and future tenses and making use of conjunctions with support from teacher.

Year 1 Spoken Language Progression Ladders

	Autumn 1.1	Spring 1.2	Summer 1.3
MET	<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.

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.

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.

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.

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.

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.

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