



## Hockliffe Lower School Progression of Knowledge and Skills - Spoken Language

Early Years Foundation Stage			
<p><b>Communication and Language – Speaking</b></p> <p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>			
Year 1	Year 2	Year 3	Year 4
Listen to and discuss a wide range of stories, poems and non-fiction at a level beyond that which they can read independently	Listen to and discuss a wide range of stories, poems ( including contemporary and classical) and non-fiction at a level beyond that which they can read independently	Listen to a range of fiction, poetry, plays, non-fiction and reference books or textbooks at an increasingly complex level.	
Discuss the significance of the title and events	Discuss the sequence of events in books and how items of information are related	Prepare poems and play scripts to read aloud showing basic understanding through intonation, tone, volume and action	
Recite some poems and rhyme by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear	Discuss words and phrases that capture the readers imagination and interest	Discuss words and increasingly complex phrases that capture the readers imagination and interest
Participate in discussion about what is read to them, taking turns and listening to what others say	Discuss their favourite words and phrases	Ask questions to improve their understanding of a text	Ask reasoned questions to improve their understanding of a text
Explain clearly their understanding or what is read to them	Answer and ask questions	Participate in discussion about both books that are read to them and those that can be read for themselves taking turns and listening to what others say	Participate in considered discussion about both books that are read to them and those that can be read for themselves taking turns and listening to what others say

Say aloud what they are going to write about	Participate in discussion about books and poems that they read and more complex books that are read to them listening to what is said and taking turns	Compose and rehearse sentences orally ( including dialogue), progressively building a varied vocabulary and increasing range of sentence structures	
Compose a sentence orally before writing it	Explain and discuss their understanding of books poems and other materials	Read aloud their own writing using appropriate intonation and controlling the tone and volume as that the meaning is clear	Read aloud their own writing to a group or the whole class using appropriate intonation and controlling the tone and volume as that the meaning is clear
Discuss what they have written with the teacher or other pupils	Develop positive attitudes towards and stamina for writing by planning and saying aloud what they are going to write about	Estimate and read the time with increasing accuracy to the nearest minute, record and compare time in terms of seconds, minutes and hours. Use vocabulary relating to time	Describe positions on a 2D grid as co-ordinated in the first quadrant
Read aloud their writing clearly enough to be heard by the group and the teacher		Describe the properties of 2D and 3D shapes using accurate language including lengths of lines and acute and obtuse angles	Describe movements between positions as translations of a given unit to the right/left and up/down
Recognise and use the language relating to dates, including days of the week, weeks, months and years		Ask relevant questions and use different types of scientific enquiries to answer them	Ask relevant questions with reasoning and use different types of scientific enquiries to answer them
Use the language of time to describe events through the day		Make a spoken report on findings from scientific enquiries	Make a clear and reasoned report on findings from scientific enquiries
Describe position, direction and movement including whole, half, quarter and three quarter turn		Use relevant scientific language to discuss their ideas and communicate findings in ways that are appropriate for different audiences	Use relevant scientific language to discuss their ideas with reasoning and communicate findings in ways that are appropriate for different audiences.
Discuss and solve problems in familiar practical context including using quantities developing mathematical vocabulary e.g. add, more than, less than, altogether, total, takeaway, distance, difference between.			

In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what they have found and they found it out, communicate findings in a range of ways and begin to use simple scientific language)

