



Spoken Language Objectives progression document from F1 to Year 2

Spoken Language	EYFS (related statement)		Year One	Year Two
<b>Listening Skills</b>	<b>3- &amp; 4-year olds</b>	<p>Enjoys listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Start a conversation with an adult or a friend and continue it for many turns. Listen with increased attention to sounds.</p>	<p>To listen to others in a range of situations and usually respond appropriately.</p> <p>To understand instructions with more than one point in many situations.</p>	<p>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.</p> <p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance.</p>
	<b>reception</b>	<p>Understand how to listen carefully and why listening is so important. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs paying particular attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively, move to and talk about music expressing their feelings and response.</p>		
	<b>ELG</b>	<p>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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Give focused attention to what the teacher says responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>		
<b>Following instructions</b>	<b>3- &amp; 4-year olds</b>	<p>Understand a question or instruction that has two parts. Remember rules without an adult needing to remind them.</p>		

	<b>Reception</b>			
	<b>ELG</b>	Give focused attention to what the teacher says responding appropriately. Explain the reasons for rules, know right from wrong and try to behave accordingly.		
<b>Asking and answering questions</b>	<b>3- &amp; 4-year olds</b>	Understand a question or instruction that has two parts.	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 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.
	<b>Reception</b>	Ask questions to find out more and check they understand what has been said to them.		
	<b>ELG</b>	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. Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.		

<b>Drama, performance and confidence</b>	<b>3- &amp; 4-year olds</b>	Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. Show more confidence in new social situations. Develop appropriate ways of being assertive. Create their own songs, or improvise a song around one they know.	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 recognize that sometimes speakers talk differently and discuss reasons why this might happen.  To practise and rehearse reading sentences and stories aloud.  To speak confidently within a group of peers so that their message is clear.  To take on a different role in a drama or role play and discuss the character's feelings.
	<b>Reception</b>	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Learn rhymes, poems and songs.  Watch and talk about dance and performance art, expressing their feelings and responses.  Sing in a group or on their own, increasing matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	To take part in a simple role play of a known story.	
	<b>ELG</b>	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Sing a range of well know nursery rhymes and songs. Performs songs, rhymes, poems and stories with others, and try to move in time to music.		
<b>Vocabulary building and Standard English</b>	<b>3- &amp; 4-year olds</b>	Use a wider range of vocabulary. Develop their communication. Use longer sentences of four to six words. Engage in extended conversations about stories, learning new vocabulary. Talk about what they see, using a wide vocabulary.	To use appropriate vocabulary to describe their immediate world and feelings.  To think of alternatives for simple vocabulary choices.	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.
	<b>Reception</b>	Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well formed sentences. Develop social phrases. Use new vocabulary in different contexts.		

	<b>ELG</b>	<p>Participate in small group, class and one- one discussions offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		
<b>Speaking for a range of purposes</b>	<b>3- &amp; 4-year olds</b>	<p>Be able to express a point of view and debate when they agree or disagree with an adult or friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Talk about their feelings.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about what they see, using a wide range of vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Take part in simple pretend play.</p> <p>Begin to develop complex stories using small world.</p>	<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>

	<b>Reception</b>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems andorganise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed some deep familiarity and understanding.</p> <p>Use new vocabulary in different context.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Talk about their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>		
	<b>ELG</b>	<p>Make comments about what they have heard and ask questions to clarify meanings.</p> <p>Hold conversations when engaged in back and forth exchanges with their teachers and peers.</p> <p>Participate in small group, class and one to one discussions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>		

		<p>Use and understand recently introduced vocabulary during discussions.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p> <p>Share their creations, explaining the processes they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teachers.</p> <p>Perform songs, rhymes, poems and stories with others and try to move in time to music.</p>		
<b>Participate in discussion</b>	<b>3- &amp; 4-year olds</b>	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>
	<b>Reception</b>	<p>Articulate their ideas and thoughts in well-formed sentences.</p>		
	<b>ELG</b>	<p>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.</p> <p>Hold conversation when engaged in back and forth exchanges with their teachers and peers.</p> <p>Participate in small group, class, one-to-one discussions offering their own ideas, using recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		

