



English Progression Map – Spoken language

Nursery	Reception	Year 1	Year 2
Learn tier 1,2 vocabulary (tier 3 if appropriate) Answer blank level 1 and some 2 questions . Know all vocabulary related to school environment and the home. Begin to introduce language associated with body parts, animals and pets and words linked with stories and experiences.	Learn tier 1,2 vocabulary (tier 3 if appropriate) Answer blank level 1 and 2 questions confidently Know all vocabulary related to school and home, immediate outside area, body parts, pets, farm animals and other vocabulary linked to stories and experiences.	Learn tier 1,2,3 new vocabulary Answer Blank level 1,2,3 questions Ensure children learn all relevant new vocabulary through STAR and have time to apply and revisit.	Learn tier 1,2,3 new vocabulary Answer Blank level 1,2,3,4 questions Ensure children learn all relevant new vocabulary through STAR and have time to apply and revisit.
Key Vocabulary Listen Instruction Question Function Rhyme Rhythm Talk tell	Listen Comment Question Think Sequence Rhythm rhyme	Explain Idea Challenge Listen Respond Sequence Retell Question Opinion Tier 1,2,3 Vocabulary	Explain Describe Argue Persuade Opinion Predict Hypothesise Conversation Vocabulary Tier 1,2,3
Focusing attention still listen or do but shift own attention	Listens actively in a range of situations	Listens and responds appropriately to adults and peers	
Questions why things happen and give explanations	Respond to what they hear with relevant comments, questions or actions	Ask relevant questions to extend their understanding and knowledge	
Responds to simple instructions Can follow directions	Able to follow 2 step instructions with an information carrying word	Able to follow at least 3 step instructions and repeat back to an adult.	



English Progression Map – Spoken language

Understands use of objects e.g what do we use to cut things Builds up vocabulary that reflects the breath of their experiences	Understand humour e.g nonsense rhymes, jokes	Use relevant strategies to build their vocabulary
Beginning to use more complex sentences to link thoughts	Links statements and sticks to a main theme or intention Use talk to organise, sequence and clarify thinking, ideas, feelings and events	Articulate and justify answers, arguments and opinions
<i>Begin to talk about how they feel</i>	Children express themselves effectively, showing an awareness of listener's needs. <i>Children talk about how they and others show feelings</i>	Give well – structured descriptions, explanations and narratives for different purposes, including for expressing feelings
	They give their attention to what others say and respond appropriately	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Use talk to connect ideas explain what is happening and anticipate what might happen next, recall and relive past experiences	They develop their own narratives and explanations by connecting ideas and events	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Can retell a simple past event in correct order Uses a range of tenses	They use past, present and future forms accurately when talking	Speak audibly and fluently with an increasing standard of English
Use talk in pretending that objects stand for something <i>Confident to talk to other children when playing and will communicate freely about own home and community</i>	Use language to imagine and recreate roles and experiences in play situations. <i>Children are confident to speak in a familiar group</i> <i>Confident to speak about own needs, wants, interests and opinions</i> <i>Can describe self in positive terms and talk about abilities</i>	Participate in discussions, presentations, performances, role-play, improvisations and debates
Use intonation, rhythm and phrasing to make the meaning clear to others		Gain, maintain and monitor, the interest of the listener.



English Progression Map – Spoken language

Confident in asking adults for help		
Use vocabulary focused on objects and people that are important to them	Listens and responds to ideas expressed by others in conversation or discussion	consider and evaluate different viewpoints, attending to and building on the contributions of others.
		Select and use appropriate registers for effective communication