

Spoken Language Whole School Curriculum Overview

	EYFS	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language	<p>Listens to others one to one or in small groups, when conversation interests him/her</p> <p>Listens to stories with increasing attention and recall</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Demonstrates 'focusing attention' - still listen or do, but can shift own attention</p> <p>Is able to follow directions (if not intently focused on his/her own choice of activity)</p> <p>Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Shows understanding of prepositions such as "under", "on top", "behind" by carrying out an action or selecting the</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently</p> <p>Discuss the significance of the title and events</p> <p>Recite some poems and rhymes by heart</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say</p> <p>Explain clearly his/her understanding of what is read to him/her</p> <p>Say out loud what he/she is going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Discuss what he/she has written with the teacher or other pupils</p> <p>Read aloud his/her writing clearly enough to be heard by the group and</p>	<p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Discuss his/her favourite words and phrases</p> <p>Answer and ask questions</p>	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Ask questions to improve his/her understanding of a text</p> <p>Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discuss words and increasingly complex phrases that capture the reader's interest and imagination</p> <p>Ask reasoned questions to improve his/her understanding of a text</p> <p>Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say</p> <p>Compose and rehearse sentences orally (including</p>	<p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Ask questions to improve his/her understanding</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader</p> <p>Ask specific reasoned questions to improve his/her understanding</p> <p>Identify and discuss themes and conventions in and across a wide range of writing with reasoning</p>

	<p>correct picture</p> <p>Responds to simple instructions, e.g. to get or put away an object</p> <p>Is beginning to understand "why" and "how" questions</p> <p>Is beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Can retell a simple past event in the correct order (e.g. went down slide, hurt finger)</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Uses a range of tenses (e.g. play, playing, will play, played)</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them</p>	<p>the teacher</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Use the language of time (including telling the time throughout the day first using o'clock and then half past)</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside</p> <p>Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than</p> <p>In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and</p>	<p>Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself</p> <p>Develop positive attitudes towards writing by planning or saying out loud what he/she is going to write about</p>	<p>sentence structures (English Appendix 2)</p> <p>Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>Describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Make a spoken report on findings from scientific enquiries</p> <p>Use relevant scientific language to discuss his/her ideas and communicate findings in ways that are appropriate for different audiences</p>	<p>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>Ask relevant questions with reasoning and use different types of scientific enquiries to answer them</p> <p>Make a clear and reasoned report on findings from scientific enquiries</p> <p>Use relevant scientific language to discuss his/her ideas with reasoning, and communicate findings in ways that are appropriate for different audiences</p>	<p>courteously</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Perform his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is clear</p> <p>Pronounce mathematical vocabulary correctly</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Use and understand the terms factor, multiple and prime, square and cube numbers</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and</p>	<p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary</p> <p>Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear</p> <p>Pronounce mathematical vocabulary correctly and confidently</p> <p>Use the whole number system, including saying, reading and writing numbers accurately</p> <p>Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements</p>
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	<p>Builds up vocabulary that reflects the breadth of his/her experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g, "This box is my castle."</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Demonstrates 'two-channelled attention' - can listen and do for short span</p> <p>Responds to instructions involving a two-part sequence</p> <p>Understands humour, e.g. nonsense rhymes, jokes</p> <p>Is able to follow a story without pictures or props</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and</p>	<p>how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language)</p>				<p>explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas and should talk about how scientific ideas have developed over time</p>	<p>Describe positions on the full coordinate grid (all four quadrants)</p> <p>Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time</p>
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	<p>experiences in play situations</p> <p>Links statements and sticks to a main theme or intention</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into his/her play</p> <p>Expresses himself/herself effectively, showing awareness of listeners' needs (ELG)</p> <p>Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future (ELG)</p> <p>Develops his/her own narratives and explanations by connecting ideas or events (ELG)</p>						
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	<p>Listens attentively in a range of situations (ELG)</p> <p>Listens to stories, accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions (ELG)</p> <p>Gives his/her attention to what others say and responds appropriately, while engaged in another activity (ELG)</p> <p>Follows instructions involving several ideas or actions (ELG)</p> <p>Answers 'how' and 'why' questions about his/her experiences and in response to stories or events (ELG)</p>						
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