



### Progression in Spoken Language Skills at St. Peter's

<p><b>EYFS</b></p>	<p><b>Communication &amp; Language</b></p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>
<p><b>Years 1 to 6</b></p>	<p><b>Spoken Language</b></p> <p>Pupils should be taught to: ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication.</p> <p>Notes and guidance (non-statutory) These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing English, their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.</p>