

# Waterville Primary School Progression of Skills in English – Spoken Language

## Years 5&6

### National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### 2014 STATUTORY PROGRAMME OF STUDY - SPOKEN LANGUAGE YEARS 1-6

The National Curriculum (NC) states in its introduction that, 'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.' It recognises that 'fluency in the English language is an essential foundation for success in all subjects', and the programme of study sets out twelve statutory requirements to be taught during key stages one and two. The statements apply to all year groups, and the NC states that 'the content should be taught at a level appropriate to the age of the pupils'.

### Twelve Statutory Requirements

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.

| Listening and Responding  | Questioning  | Oral Rehearsal   | Vocabulary   | Talking with others  |
|---|--|--|--|--|
| <p><b>Maintains interest and attention when listening by:</b></p> <ul style="list-style-type: none"> <li>-Determining key information.</li> <li>-Demonstrates attentive and sustained listening by building on others' ideas by agreeing or disagreeing.</li> <li>-Recognises specific points from the speaker that are then challenged courteously for greater clarity/detail/accuracy.</li> <li>-Incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener.</li> <li>-Demonstrates connections with other ideas and draws on different points of view when responding.</li> <li>-Anticipates the listener's response and makes use of counter arguments.</li> <li>-Expresses ideas and feelings with clarity and precision uses a variety of ways to criticise constructively and respond to critique.</li> </ul> | <p><b>Develops own lines of enquiry:</b></p> <ul style="list-style-type: none"> <li>-Deepens understanding by questioning the given information.</li> <li>-Questions introduce new ideas/material.</li> <li>-Supports others to develop their understanding through questioning.</li> <li>-Understands which questions will develop learning / understanding when answering, refers to evidence and communicates ideas with precision/clarity for given audience.</li> </ul> | <p><b>Generally, selects spoken standard English appropriately with few exceptions:</b></p> <ul style="list-style-type: none"> <li>-Effectively uses intonation, tone, volume and action when speaking or performing publicly so that meaning is clear to the audience.</li> <li>-Presents findings from enquiries, including conclusions, causal relationships and results.</li> <li>-Some deliberate shaping of talk for listener, with variation in emphasis or gesture for clarity and effect.</li> <li>-Presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language.</li> </ul> | <p><b>Builds a varied and rich vocabulary, includes constructions used for formal language:</b></p> <ul style="list-style-type: none"> <li>-Discusses and clarifies word meanings, uses a wider range of synonyms precisely and effectively.</li> <li>-Selects appropriate synonym according to audience and purpose.</li> <li>-Incorporates a varied and rich vocabulary from a wide range of written and oral contexts.</li> <li>-Uses a range of cohesive devices to link ideas.</li> <li>-Uses technical terminology accurately and precisely across the curriculum.</li> <li>-Debates specific points effectively and maintains a focus on the topic</li> </ul> | <p><b>Builds on their own and others' ideas and challenges views courteously:</b></p> <ul style="list-style-type: none"> <li>-Sustained contributions draw ideas together and promotes effective discussion.</li> <li>-Influences direction of talk negotiates and makes decisions taking account of alternatives and consequences.</li> </ul> |