

Spread Your Wings. Learn New Things. Fly As High As You Can.



Dovecotes Primary School Knowledge Progression Spoken Language									
	Little Doves	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> ➤ I understand how to listen to others talk with interest ➤ I am able to listen to simple stories with pictures to help me understand 	<ul style="list-style-type: none"> ➤ I enjoy listening to longer stories and can say what happens showing my understanding. ➤ I know how to pay attention to more than one thing at a time (although this can be difficult) ➤ I start a conversations, take turns to speak which enables me to express my opinion/point of view, using words as well as actions. 	<ul style="list-style-type: none"> ➤ I understand what I need to do to be a good listener and why it is important to listen. ➤ I understand how to retell stories, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words. ➤ I show others that I am able to listen carefully to rhymes and songs, paying attention to how they sound. ➤ I show that I am able to listen and know how to talk about non-fiction books to develop a deep familiarity with new knowledge and vocabulary. ➤ I understand how to have a conversation with another person and know how to use social phrases such as 'Good morning, how are you?' ➤ I am able to use talk to help me work out problems and organise my thinking and activities. 	<ul style="list-style-type: none"> ➤ To listen to others in a range of situations and usually respond appropriately 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. 	<ul style="list-style-type: none"> ➤ To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. 	<ul style="list-style-type: none"> ➤ To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. 	<ul style="list-style-type: none"> ➤ To make improvements based on constructive feedback on their listening skills.
Following Instructions	<ul style="list-style-type: none"> ➤ I know how to follow routine events and activities, using non verbal clues. ➤ I understand and act on simple instructions such as 'find your coat' 	<ul style="list-style-type: none"> ➤ I understand 2-part instructions or questions. For example; 'Get your coat and wait at the door'. ➤ I am beginning to know about the importance of keeping safe. 	<ul style="list-style-type: none"> ➤ I am able to use talk to help me work out problems and organise my thinking and activities. ➤ I understand why we need rules and how I can keep safe. 	<ul style="list-style-type: none"> ➤ To understand instructions with more than one point in many situations. 	<ul style="list-style-type: none"> ➤ To fully understand instructions with more than one point in many situations and independently seek clarification when a 	<ul style="list-style-type: none"> ➤ To follow instructions in a range of unfamiliar situations. ➤ To recognise when it is needed and ask for specific additional information to clarify 	<ul style="list-style-type: none"> ➤ To follow complex directions/multi-step instructions without the need for repetition. 		

					<p>message is not clear.</p> <ul style="list-style-type: none"> ➤ To attempt to follow instructions before seeking assistance. 	<p>instructions.</p>			
<p>Asking and Answering Questions</p>	<ul style="list-style-type: none"> ➤ I understand simple Who? What? where? questions (but generally not 'why') ➤ I know how to use a variety of questions. 	<ul style="list-style-type: none"> ➤ I understand 2-part instructions or questions. For example; 'Get your coat and wait at the door'. ➤ I understand 'why' questions, such as 'Why do you think the caterpillar got so fat?' which helps me to show my knowledge of different things I have learnt. ➤ I am beginning to understand 'How?' questions. 	<ul style="list-style-type: none"> ➤ I know how to ask questions to find out more and to check I understand what has been said to me. ➤ I understand how to have a conversation with another person and know how to use social phrases such as 'Good morning, how are you?' ➤ I am able to use talk to help me work out problems and organise my thinking and activities. ➤ I am able to use talk to help me work out problems and organise my thinking and activities. ➤ I know how to use talk to explain how things work and why they might happen. 	<ul style="list-style-type: none"> ➤ 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). 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ To ask questions that relate to what has been heard or what was presented to them. ➤ To begin to offer support for their answers to questions with justifiable reasoning. 	<ul style="list-style-type: none"> ➤ To generate relevant questions to ask a specific speaker/audience in response to what has been said. ➤ To regularly offer answers that are supported with justifiable reasoning. 	<ul style="list-style-type: none"> ➤ To ask questions which deepen conversations and/or further their knowledge. ➤ To understand how to answer questions that require more detailed answers and justification. 	<ul style="list-style-type: none"> ➤ To regularly ask relevant questions to extend their understanding and knowledge. ➤ To articulate and justify answers with confidence in a range of situations.

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<p>Drama, Performance and Confidence</p>	<ul style="list-style-type: none"> ➤ I am starting to pretend play by 'putting the baby to sleep' or 'driving the car to the shops'. 	<ul style="list-style-type: none"> ➤ I start a conversations, take turns to speak which enables me to express my opinion/point of view, using words as well as actions. ➤ I am becoming more outgoing with unfamiliar people, within the safe context of Nursery. 	<ul style="list-style-type: none"> ➤ I understand how to retell stories, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words. ➤ I show others that I am able to listen carefully to rhymes and songs, paying attention to how they sound. I able to sing some songs and poems unaided. ➤ I know sing 10 nursery rhymes independently. ➤ I show confidence in my familiar school environment. 	<ul style="list-style-type: none"> ➤ 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 take part in a simple role play of a known story. 	<ul style="list-style-type: none"> ➤ To speak confidently within a group of peers so that their message is clear. ➤ To practise and rehearse reading sentences and stories aloud. ➤ To take on a different role in a drama or role play and discuss the character's feelings. ➤ To recognise that sometimes speakers talk differently and discuss reasons why this might happen. 	<ul style="list-style-type: none"> ➤ To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. ➤ To speak regularly in front of large and small audiences. ➤ To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. 	<ul style="list-style-type: none"> ➤ To use intonation when reading aloud to emphasise punctuation. ➤ To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. ➤ To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. ➤ To discuss the language choices of other speakers and how this may vary in different situations. 	<ul style="list-style-type: none"> ➤ To narrate stories with intonation and expression to add detail and excitement for the listener. ➤ To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance . ➤ To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. 	<ul style="list-style-type: none"> ➤ To participate confidently in a range of different performance s, role play exercises and improvisations (including acting in role). ➤ To gain, maintain and monitor the interest of the listener(s). ➤ To select and use appropriate registers for effective communication.
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<p>Vocab Building and Standard English</p>	<ul style="list-style-type: none"> ➤ I know how to use the speech sounds p, b, m, w. ➤ I know how to pronounce l/r/w/y, f/th, s/sh/ch/dz/j ➤ I am starting to pronounce multi-syllabic words such as banana and computer. ➤ I know how to say a simple phrase and I am starting to put two or three words together to develop a sentence. ➤ I am beginning to use word endings such as 'going' and 'cats'. 	<ul style="list-style-type: none"> ➤ I use a wider vocabulary which helps me to express my opinions/points of view/knowledge. ➤ I am developing my pronunciation. (But may have problems saying some sounds r/j/th/ch/sh and multi-syllabic words such as 'pterodactyl' or 'hippopotamus'). ➤ I am developing my communication skills (I may still have problems with irregular tenses and plurals). ➤ I am starting to speak in longer sentences (4-6 words) 	<ul style="list-style-type: none"> ➤ I learn new vocabulary, which I then can use throughout the day in different contexts. ➤ I am able to use new vocabulary in different contexts. ➤ I understand how to have a conversation with another person and know how to use social phrases such as 'Good morning, how are you?' ➤ I show that I am able to listen and know how to talk about non-fiction books to develop a deep familiarity with new knowledge and vocabulary. ➤ I know how to use well-formed sentences when speaking in order to articulate my ideas and thoughts to others. ➤ I show understand a range of complex sentence structures, including negatives, plurals and tense markers. 	<ul style="list-style-type: none"> ➤ To use appropriate vocabulary to describe their immediate world and feelings. ➤ To think of alternatives for simple vocabulary choices. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ To use vocabulary that is appropriate to the topic and/or the audience. ➤ To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. ➤ To discuss topics that are unfamiliar to their own direct experience. 	<ul style="list-style-type: none"> ➤ To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. ➤ To know and use language that is acceptable in formal and informal situations with increasing confidence. ➤ To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. 	<ul style="list-style-type: none"> ➤ To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. ➤ To know and use language that is acceptable in formal and informal situations with increasing confidence. ➤ To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. 	<ul style="list-style-type: none"> ➤ To use relevant strategies to build their vocabulary. ➤ To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose ➤ To speak audibly, fluently and with a full command of Standard English in all situations. ➤ To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. ➤ To confidently explain the meaning of words and offer alternative synonyms.
<p>Speaking for a Range of Purposes</p>	<ul style="list-style-type: none"> ➤ I am able to identify familiar objects when 	<ul style="list-style-type: none"> ➤ I start a conversations, take turns to speak which 	<ul style="list-style-type: none"> ➤ I am able to use new vocabulary in different contexts. ➤ I understand how to have a conversation with another person 	<ul style="list-style-type: none"> ➤ To organise their thoughts 	<ul style="list-style-type: none"> ➤ To talk about themselves 	<ul style="list-style-type: none"> ➤ To organise what they want to say 	<ul style="list-style-type: none"> ➤ To give descriptions, recounts and 	<ul style="list-style-type: none"> ➤ To plan and present information 	<ul style="list-style-type: none"> ➤ To communicate confidently across a range

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	<p>they are described to me. For example; 'Katie's coat', 'blue car'.</p> <ul style="list-style-type: none"> ➤ I am starting to use words for time such as now ➤ I am starting to use descriptive words. For example; blue car. ➤ I am able to select objects by name and will go and find objects when asked, or identify objects from a group. 	<p>enables me to express my opinion/point of view, using words as well as actions.</p> <ul style="list-style-type: none"> ➤ I know how to use talk to organise myself and my play. For example; 'Let's go on a bus....you sit there...I'll be the driver'. ➤ I know how to talk about my feelings using appropriate words to express myself to others. For example; happy, sad etc. ➤ I know how to find solutions to conflicts that occur and know how to talk to others to find solutions to them. ➤ I extend and elaborate on my play ideas when playing with one or more other children. ➤ I understand why I should say please and thank you when talking with adults and other children. ➤ I know that I can ask for help when needed by saying 'Help me please'. 	<p>and know how to use social phrases such as 'Good morning, how are you?'</p> <ul style="list-style-type: none"> ➤ I can talk about events including some details. ➤ I am able to use talk to help me work out problems and organise my thinking and activities. ➤ I know how to use talk to explain how things work and why they might happen. ➤ I know how to use well-formed sentences when speaking in order to articulate my ideas and thoughts to others. ➤ I can describe events in some detail (past, present and future events). ➤ I know how to talk about stories (recalling what happens, discussing characters, predict what might happen) ➤ I know how to re-enact and reinvent stories they have heard in their play. 	<p>into sentences before expressing them.</p> <ul style="list-style-type: none"> ➤ To be able to describe their immediate world and environment . ➤ To retell simple stories and recounts aloud. 	<p>clearly and confidently.</p> <ul style="list-style-type: none"> ➤ To verbally recount experiences with some added interesting details. ➤ To offer ideas based on what has been heard. 	<p>so that it has a clear purpose.</p> <ul style="list-style-type: none"> ➤ To begin to give descriptions, recounts and narrative retellings with added details to engage listeners. 	<p>narrative retellings with specific details to actively engage listeners.</p> <ul style="list-style-type: none"> ➤ To debate issues and make their opinions on topics clear. ➤ To adapt their ideas in response to new information. 	<p>clearly with ambitious added detail and description for the listener.</p> <ul style="list-style-type: none"> ➤ To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. 	<p>of contexts and to a range of audiences.</p> <ul style="list-style-type: none"> ➤ To articulate and justify arguments and opinions with confidence. ➤ To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. ➤ To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ➤ To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.
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<p>Participating in Discussion</p>	<ul style="list-style-type: none"> ➤ I am starting to have conversations with other children and adults ➤ I am starting to say how I am feeling using words and actions ➤ I am starting to develop conversations 	<ul style="list-style-type: none"> ➤ I start a conversations, take turns to speak which enables me to express my opinion/point of view, using words as well as actions. ➤ I use a wider vocabulary which helps me to express my opinions/points of view/knowledge. ➤ I engage in extended conversations about stories, using newly learnt vocabulary. 	<ul style="list-style-type: none"> ➤ I am able to use talk to help me work out problems and organise my thinking and activities. ➤ I know how to use well-formed sentences when speaking in order to articulate my ideas and thoughts to others. ➤ I know how to ask questions to find out more and to check I understand what has been said to me. ➤ I know how to talk about stories (recalling what happens, discussing characters, predict what might happen) ➤ I understand how to build constructive and respectful relationships. 	<ul style="list-style-type: none"> ➤ To recognise when it is their turn to speak in a discussion. ➤ To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. 	<ul style="list-style-type: none"> ➤ To give enough detail to hold the interest of other participant(s) in a discussion. ➤ To engage in meaningful discussions that relate to different topic areas. ➤ To remain focused on a discussion when not directly involved and be able to recall the main points when questioned. 	<ul style="list-style-type: none"> ➤ To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. ➤ To take account of the viewpoints of others when participating in discussions. 	<ul style="list-style-type: none"> ➤ To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. ➤ To begin to challenge opinions with respect. ➤ To engage in meaningful discussions in all areas of the curriculum. 	<ul style="list-style-type: none"> ➤ To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. ➤ To engage in longer and sustained discussions about a range of topics. ➤ To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. 	<ul style="list-style-type: none"> ➤ To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments confidently. ➤ To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. ➤ To offer an alternative explanation when other participants do not understand.
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