

Jarrow Cross Progression in Spoken Language

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Responding	• Listen and respond appropriately to adults and their peers. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 minutes.)	• Listen and respond appropriately to adults and their peers. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)	• Listen and respond appropriately to adults and their peers. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 7 - 8 minutes.)	• Listen and respond appropriately to adults and their peers. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 7 - 8 minutes of class discussion.)	• Listen and respond appropriately to adults and their peers. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 10 minutes of class discussion.)	• Listen and respond appropriately to adults and their peers. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 10 minutes of class discussion.)
Asking and answering Questions	• Can sometimes ask relevant questions to build knowledge and understanding. • Articulate and justify answers by using 'because' to explain thinking. • Use questions that require more than one-word answers.	• Can begin to ask relevant questions to build knowledge and understanding. • Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking. • Sometimes gives more than one reason why something might be true. • Understand that people might have different opinions.	• Ask relevant questions to build knowledge and understanding linking to responses from others. • Articulate and justify answers, arguments and opinions to questions. • Give more than one reason why something might be true. • Understand that people might have different opinions and begin to explain why.	• Ask relevant questions to build knowledge and understanding linking to responses from others. • Articulate and justify answers, arguments and opinions to questions. • Give more than one reason why something might be true. • Understand that people might have different opinions and begin to explain why. • Justify answers to show understanding of the question posed.	• Can sometimes ask relevant questions to deepen knowledge and understanding. • Articulate and justify answers, arguments and opinions to questions. • Give more than one reason why something might be true with reasons. • Understand the difference between a fact and an opinion. • Begin to offer more detailed answers to some questions.	• Can sometimes ask relevant questions to deepen knowledge and understanding. • Articulate and justify answers, arguments and opinions. • Understand the difference between a fact and an opinion. • Offer more detailed answers to questions that need further clarification or justification.

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Vocabulary	• Use relevant strategies to build vocabulary: -Draw pictures -Use words that reflect immediate surroundings and feelings. -Use alternative words for simple vocabulary choices.	• Use relevant strategies to build vocabulary:- - Draw pictures -Sometimes use words already known to help understand new words .-Start to use specific vocabulary for the topic.	• Use relevant strategies to build vocabulary: -Sometimes use words already known to help understand new words. -Use vocabulary that is appropriate to the topic and/or audience. -Recognise some powerful words and phrases in texts/stories and begin to use them when talking/writing.	• Use relevant strategies to build vocabulary: -Sometimes uses the context of a word to help understand it's meaning. -Use vocabulary that is appropriate to the topic and/or audience. -Recognise some powerful words and phrases in texts/stories and begin to use them when talking/writing.	- Use relevant strategies to build vocabulary: -Use known words to help understand new words. -Use known prefixes and suffixes to help understand new words. -Use the context of a word to understand its meaning. -Regularly use powerful words and phrases identified in texts/stories.	• Use relevant strategies to build vocabulary: - Use known words to help understand new words. - Regularly use known prefixes and suffixes to help understand new words. - Confidently use the context of a word to understand its meaning. - Speak audibly and fluently in all situations. - Use a broad and rich vocabulary when discussing topics.
Spoken Language- descriptions and explanations	• Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings: -Understand feelings beyond happy and sad. -Say how someone might be feeling and why. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English: -Speak in full sentences most of the time. -Speak about what happened in the past mostly correctly. -Know when to use pronouns correctly	• Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings: -Say how someone might be feeling and why. -Talk about themselves and their feelings confidently and clearly. -Recount experiences with significant details and feelings. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English: -Organise thoughts to speak in full sentences. -Speak about what happened in the past mostly correctly.	• Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings: -Use a few different words that can be used to talk about similar feelings. -Summarise the main ideas of a paragraph in a single sentence. -Begin to give added details in retellings to engage the listener. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English: -Begin to use past and present tenses correctly with some support.	• Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings: -Select different words that can be used to talk about similar feelings. -Summarise the main ideas of more than one paragraph in a single sentence. -Give descriptions and recounts and narrative retellings with specific details to actively engage listeners. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English: -Use past and present tense mostly correctly.	• Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings: -Know multiple different words that can be used to talk about similar feelings. -Plan and present information clearly with ambitious added detail and description for the listener. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English: -Speak about what happened in the past and present correctly.	• Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings: -Confidently select a variety of different words that can be used to talk about similar feelings. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English

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Spoken Language Discussions And presentations	• Participate in discussions, presentations, performances, role play, improvisations and debates: -Pretend to be someone else in a role play after someone explains a character to them. -Give reasons why something is good or bad with help. -Can speak in front of larger audiences, e.g, show and tell or assemblies. • Gain, maintain and monitor the interest of the listener(s). - Consider and evaluate different viewpoints, attending to and building on the contributions of others. -Can understand what people say to them most of the time. -Can remember some things that other children have said in class discussion. -Can think about when it is their turn in a discussion. • Select and use appropriate registers for effective communication: -Begin to tell when to speak loudly or quietly most of the time.	• Participate in discussions, presentations, performances, role play, improvisations and debates: -Pretend to be someone else in a role play after someone explains a character to them. -Begin to describe feelings of character in role. -Begin to speak confidently in a group of familiar peers to get-message across. • Gain, maintain and monitor the interest of the listener(s). - Consider and evaluate different viewpoints, attending to and building on the contributions of others: -Can remember some of the main points that others have said in a class discussion. • Select and use appropriate registers for effective communication: -Begin to tell when to speak loudly or quietly most of the time.	• Participate in discussions, presentations, performances, role play, improvisations and debates: -Bring some of their own ideas to help play another character. -Begin to speak confidently in front of small and some large audiences. -Begin to rehearse sentences/stories aloud with feedback from an adult. • Gain, maintain and monitor the interest of the listener(s). - Consider and evaluate different viewpoints, attending to and building on the contributions of others: -Can think about what others have said in a discussion and respond appropriately. • Select and use appropriate registers for effective communication: - Begin to tell when to speak loudly or quietly most of the time. -Can normally use an appropriate pitch and tone of voice in conversations.	• Participate in discussions, presentations, performances, role play, improvisations and debates: -Begin to take part in a specific character role and take part in discussions whilst in character. -Rehearse how to read stories and sentences whilst taking advice from feedback given. • Gain, maintain and monitor the interest of the listener(s). - Consider and evaluate different viewpoints, attending to and building on the contributions of others: -Build upon what others have said in a discussion and begin to give own views. • Select and use appropriate registers for effective communication: -Use intonation when reading aloud to emphasise punctuation.	• Participate in discussions, presentations, performances, role play, improvisations and debates: -Listen to feedback from others to improve performances. • Gain, maintain and monitor the interest of the listener(s). - Consider and evaluate different viewpoints, attending to and building on the contributions of others: -Understand what people say in a daily conversation. -Change contributions to class discussions based on what other people have said before them. • Select and use appropriate registers for effective communication: -Use intonation and expression when talking and reading aloud to make it more engaging for the listener.	• Participate in discussions, presentations, performances, role play, improvisations and debates: -Listen to feedback from others to improve performances and make immediate changes. • Gain, maintain and monitor the interest of the listener(s). - Consider and evaluate different viewpoints, attending to and building on the contributions of others: -Use different strategies to gain interest of the listener/audience and maintain it. -Offer other explanations or ask questions to others or self if something is not understood. • Select and use appropriate registers for effective communication: -Select and use appropriate registers for effective communication.