

English: Spoken Language Essential Knowledge Progression Document							
	Goal: Pupils will know how to apply knowledge of oracy and vocabulary to be effective speakers and listeners to better understand ourselves, each other and the world around us						
Golden threads	Reception Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	Year 3 Essential Knowledge	Year 4 Essential Knowledge	Year 5 Essential Knowledge	Year 6 Essential Knowledge
Life-long readers	Physical Skills						
Confident Communicators	Speak clearly with appropriate volume	Speak clearly and confidently in a range of contexts	Speak clearly and confidently with appropriate volume and pace in a range of contexts	Deliberately selects gestures that support the delivery of ideas	Deliberately select movement and gesture when addressing an audience	Deliberately varies tone of voice in order to convey meaning	Speak fluently in front of an audience
Spiritually, mentally & physically healthy	Look at who is talking and who you are talking to	Use appropriate tone of voice in the right context	Gestures start to become increasingly natural to support speech	Deliberately varies tone of voice in order to convey meaning	To use pauses for effect in presentational talk e.g. when telling an anecdote or joke	Project their voice to a large audience	Have a stage presence
Creative	Begin to use gestures to support delivery meaning	Continue to use gesture to support delivery	Use body language to show active listening and support meaning when speaking	Consider position and posture when addressing an audience	Use the appropriate tone of voice in the right context	Gestures become increasingly natural	Consciously adapt, tone, pace and volume of voice
Curious	Linguistic Skills						
Able to understand and embrace the wider world	Use talk in play to practice new vocabulary Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'	Speak in sentences using joining phrases to link ideas Using vocabulary appropriately specific to the topic Take opportunities to try out new language, even if it is not always correctly used Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with...	Speaking in sentences using joining phrases to create longer sentences Adapt how to speak in different situations according to the audience Use sentence stems to signal when they are building or challenging	Be able to use specialist language to describe their own and others' talk Use specialist vocabulary Make precise language choices	Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk	Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions Consider the words and phrases used to express their ideas and how this supports the purpose of talk	Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy Vary sentence structures and length for effect when speaking Be comfortable using idioms and expressions

		because...' 'linking to...' Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally	others' ideas in group'				
Cognitive Skills							
	Use 'because' to develop their ideas Make relevant contributions that match what has been asked Ask simple questions Describe events that have happened to them in detail	Offer reasons for their opinions Recognise when they haven't understood something and ask a question Disagree with someone else's opinion politely Explain ideas and events in chronological order	Ask questions to find out more about a subject Build on others' ideas in discussions Make connections between what has been said and their own and others' experiences	Offer opinions that aren't their own Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve Reach shared agreement in discussions	Give supporting evidence using sentence stems Ask probing questions Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets	Draw upon knowledge of the world to support their own point of view and explore different perspectives To be able to give supporting evidence Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems	Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate Reflect on their own and others' oracy skills and identify how to improve.
Social & Emotional Skills							
	Look at someone who is speaking to them Wait for a turn. Taking turns to speak, when working in a group	Listen and respond appropriately to others Be willing to change their mind based on what they have heard Begin to organise group discussions independently of an adult	Start to develop an awareness of audience Start to show awareness of others who have not spoken and invite them into the discussion Recite/deliver short pre-prepared	Speak with confidence in front of an audience Begin to recognise different roles within group talk Adapt the content of their speech for a specific audience	Use more natural and subtle prompts for turn taking Start to develop empathy with an audience Consider the impact of their words on others when giving feedback	Listen for extended periods of time including notetaking, drawing visual Adapt the content of their speech for a specific audience e.g. use of humour	Use humour effectively Begin to be able to read a room or a group and take action accordingly

			material to an audience			Speak with flair and passion	
Applying oracy & vocabulary skills							
	Appropriate vocabulary to engage in role play	Short lines clearly and audibly delivered to an audience with appropriate expression and volume - Role play - Performances - discussions	Lines that can be clearly and audibly delivered to an audience with expression and use of actions and facial expressions - Role play - Performances - Discussions - Presentations	Lines from a script that includes dialogue that can be clearly and audibly delivered to an audience with expression and use of actions and facial expressions - Performances - Discussions - Presentations - Improvisation - Debate			
Knowing Tier 2 Academic Vocabulary (need to know to access Tier 3 technical vocab)							
	enormous research medium area create normal focus item code cycle volume task label job style tape route team	collapse achieve chapter primary site positive assess identify issue design previous survive topic minimum maximum reverse display relax sphere similar layer	vary assume concept respond approach income secure journal require select transfer series summary undertake channel edit portion rigid vision revolution brief assemble category recover	distribute establish drama highlight theme abandon accompany extract guarantee insert priority eliminate adult adapt behalf assure cease norm mature bulk suspend unify community transport transform bond	principle concept evaluate obtain reside relevant crucial bias parallel adjacent automate hierarchy dispose chemical exceed mutual erode converse minimal ethic device violate temporary neutral derive ignorance reveal intelligence lecture	confine advocate phenomenon commodity fluctuate infrastructure ideology empirical manipulate practitioner incline colleague compatible controversy invoke encounter persist accommodate complement subordinate military duration commence supplement aggregate federal precede subsidy underlie utilise	conceive integrity intrinsic notwithstanding preliminary protocol inherent concurrent analogy compensate ambiguous thesis arbitrary prohibit empirical contemporary predominant psychology parameter subsequent emphasis acknowledge discriminate incentive simulate eventual denote liberal revenue logic

						differentiate priority submit schedule	philosophy accumulate entity widespread nuclear qualitative
--	--	--	--	--	--	---	--