

SPOKEN LANGUAGE CURRICULUM

Progression, vocabulary and what pupils will know • EYFS to Year 6 •



PURPOSE OF STUDY

Spoken language underpins reading, writing, learning and social participation. Pupils learn to listen attentively, develop and use vocabulary, explain ideas, ask questions, build on others' contributions, reason collaboratively and speak confidently for different audiences and purposes.

Curriculum aims

1. Listen and respond appropriately to adults and peers.
2. Ask relevant questions and articulate explanations and ideas clearly.
3. Use discussion to build knowledge, challenge ideas and develop vocabulary.
4. Speak audibly and fluently in presentations, performances and collaborative contexts.

Main focus and knowledge by the end of the stage

KEY STAGE 1

Pupils learn turn-taking, attentive listening and clear speech. They recount experiences, ask and answer questions, explain simple ideas, use new vocabulary and participate in discussions, role-play and performance.

Listen attentively and respond relevantly in a paired or group exchange.
Speak clearly in complete, increasingly well-structured contributions.
Ask questions and use new vocabulary to explain or recount.
Take turns and contribute appropriately to discussion or performance.

KEY STAGE 2

Pupils adapt talk to purpose and audience, sustain collaborative discussion, justify ideas, evaluate viewpoints, use increasingly precise language and deliver organised presentations and performances with confidence.

Sustain attentive, purposeful discussion and build on or challenge contributions respectfully.
Explain and justify ideas using precise vocabulary and relevant evidence.
Adapt language, tone and structure for audience, purpose and context.
Plan and deliver an organised presentation or performance and respond to questions.

CURRICULUM DESIGN

The curriculum is deliberately sequenced so that pupils build secure subject knowledge, increasingly sophisticated subject-specific practice and precise vocabulary. Each unit identifies the essential knowledge pupils learn and what pupils will know by the end of the unit.

SPOKEN LANGUAGE CURRICULUM

The progression model: what becomes more complex from EYFS to Year 6



Substantive and disciplinary progression

STRAND	EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
Listening and response	attend, take turns and respond relevantly	listen for key information and build on a contribution	summarise, probe and adapt a response	evaluate arguments, synthesise viewpoints and respond strategically
Questioning and explanation	ask questions and describe experiences	ask relevant questions and sequence an explanation	clarify, justify and explain cause or process	frame incisive questions and construct precise, evidence-rich explanations
Discussion and collaboration	share ideas and follow simple talk routines	contribute, disagree respectfully and reach decisions	assume roles, negotiate and develop collective reasoning	chair, challenge, synthesise and move discussion forward inclusively
Presentation and performance	speak audibly for a familiar audience	organise and rehearse a short contribution	select language, register and gesture for purpose	command structure, register and rhetorical choices; respond to an audience

Vocabulary golden thread

EYFS foundations	listen • turn • question • explain
Key Stage 1	clarify • reason • audience • discussion
Lower Key Stage 2	summarise • justify • register • viewpoint
Upper Key Stage 2	synthesise • rhetoric • counterargument • chair

Vocabulary is cumulative: later-stage terms do not replace earlier language. Pupils continue to retrieve and apply established concepts with increasing precision in new contexts.

SPOKEN LANGUAGE CURRICULUM

EYFS • curriculum sequence, vocabulary and what pupils will know



PROGRESSION FOCUS

Listening and response — attend, take turns and respond relevantly; Questioning and explanation — ask questions and describe experiences; Discussion and collaboration — share ideas and follow simple talk routines; Presentation and performance — speak audibly for a familiar audience

EYFS PRINCIPLE

Learning is secured through purposeful play, explicit teaching, talk, stories, observation, making and investigation. These foundations connect directly to the subject curriculum that follows; they are not a miniature Key Stage 1 programme.

AUTUMN

Autumn foundations

Enjoy listening to longer stories and can remember much of what happens.

ESSENTIAL KNOWLEDGE

- Can find it difficult to pay attention to more than one thing at a time.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Can find it difficult to pay attention to more than one thing at a time.
- Apply relevant spoken language knowledge and subject-specific practice with increasing independence.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

listen • turn • question • explain • autumn • foundations • enjoy • listening • longer • stories

Coherence

Builds on: the preceding curriculum foundations. Prepares for: Listening, response and explanation.

SPRING

Spring foundations

Understand how to listen carefully and why listening is important.

ESSENTIAL KNOWLEDGE

- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand.
- What has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Learn new vocabulary.
- Apply relevant spoken language knowledge and subject-specific practice with increasing independence.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

listen • turn • question • explain • spring • foundations • carefully • listening • important • learn

Coherence

Builds on: the preceding curriculum foundations. Prepares for: Discussion and collaboration.

SUMMER

Summer foundations

Listening Attention and understanding

ESSENTIAL KNOWLEDGE

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Speaking.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Apply relevant spoken language knowledge and subject-specific practice with increasing independence.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

listen • turn • question • explain • summer • foundations • listening • attention • understanding • attentively

Coherence

Builds on: the preceding curriculum foundations. Prepares for: Presentation, persuasion and performance.

SPOKEN LANGUAGE CURRICULUM

Year 1 • curriculum sequence, vocabulary and what pupils will know



PROGRESSION FOCUS

Listening and response — listen for key information and build on a contribution; Questioning and explanation — ask relevant questions and sequence an explanation; Discussion and collaboration — contribute, disagree respectfully and reach decisions; Presentation and performance — organise and rehearse a short contribution

AUTUMN

Listening, response and explanation

ESSENTIAL KNOWLEDGE

Tell a story or. Describe an incident clearly.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Tell a story or.
- Describe an incident clearly.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

clarify • reason • audience • discussion • listening • response • explanation • tell • story • describe

Coherence

Builds on: Listening foundations. Prepares for: Listening, response and explanation.

SPRING

Discussion and collaboration

ESSENTIAL KNOWLEDGE

Retell a story or incident in which events are ordered. Listen and follow instructions accurately, asking for help or clarification if necessary.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Retell a story or incident in which events are ordered.
- Listen and follow instructions accurately, asking for help or clarification if necessary.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

clarify • reason • audience • discussion • collaboration • retell • story • incident • events • ordered

Coherence

Builds on: the preceding curriculum foundations. Prepares for: Discussion and collaboration.

SUMMER

Presentation, persuasion and performance

ESSENTIAL KNOWLEDGE

Listen with sustained concentration. Explain their thoughts to a group.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Listen with sustained concentration.
- Explain their thoughts to a group.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

clarify • reason • audience • discussion • presentation • persuasion • performance • listen • sustained • concentration

Coherence

Builds on: the preceding curriculum foundations. Prepares for: Presentation, persuasion and performance.

SPOKEN LANGUAGE CURRICULUM

Year 2 • curriculum sequence, vocabulary and what pupils will know



PROGRESSION FOCUS

Listening and response — listen for key information and build on a contribution; Questioning and explanation — ask relevant questions and sequence an explanation; Discussion and collaboration — contribute, disagree respectfully and reach decisions; Presentation and performance — organise and rehearse a short contribution

AUTUMN

Listening, response and explanation

ESSENTIAL KNOWLEDGE

Talk to keep the listener interested Follow up listening with relevant questions Keep on topic during discussion.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Talk to keep the listener interested Follow up listening with relevant questions Keep on topic during discussion.
- Apply the taught talk behaviour from Listening, response and explanation in more than one curriculum context.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

clarify • reason • audience • discussion • listening • response • explanation • talk • keep • listener

Coherence

Builds on: Listening, response and explanation. Prepares for: Listening, response and explanation.

SPRING

Discussion and collaboration

ESSENTIAL KNOWLEDGE

Comment constructively after listening Reach agreement in a group.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Comment constructively after listening Reach agreement in a group.
- Apply the taught talk behaviour from Discussion and collaboration in more than one curriculum context.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

clarify • reason • audience • discussion • collaboration • comment • constructively • after • listening • reach

Coherence

Builds on: Discussion and collaboration. Prepares for: Discussion and collaboration.

SUMMER

Presentation, persuasion and performance

ESSENTIAL KNOWLEDGE

Be able to extract key points when listening to an adult Ensure all group members have a turn.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Be able to extract key points when listening to an adult Ensure all group members have a turn.
- Apply the taught talk behaviour from Presentation, persuasion and performance in more than one curriculum context.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

clarify • reason • audience • discussion • presentation • persuasion • performance • able • extract • points

Coherence

Builds on: Presentation, persuasion and performance. Prepares for: Presentation, persuasion and performance.

SPOKEN LANGUAGE CURRICULUM

Year 3 • curriculum sequence, vocabulary and what pupils will know



PROGRESSION FOCUS

Listening and response — summarise, probe and adapt a response; Questioning and explanation — clarify, justify and explain cause or process; Discussion and collaboration — assume roles, negotiate and develop collective reasoning; Presentation and performance — select language, register and gesture for purpose

AUTUMN

Listening, response and explanation

ESSENTIAL KNOWLEDGE

Speak fluently in sentences and without hesitation Hold a conversation with peers and adults Disagree politely with peers.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Speak fluently in sentences and without hesitation Hold a conversation with peers and adults Disagree politely with peers.
- Apply the taught talk behaviour from Listening, response and explanation in more than one curriculum context.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

summarise • justify • register • viewpoint • listening • response • explanation • speak • fluently • sentences

Coherence

Builds on: Listening, response and explanation. Prepares for: Listening, response and explanation.

SPRING

Discussion and collaboration

ESSENTIAL KNOWLEDGE

Evaluate the effectiveness of others' performances. Use discussion to organise roles within a group.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Evaluate the effectiveness of others' performances.
- Use discussion to organise roles within a group.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

summarise • justify • register • viewpoint • discussion • collaboration • evaluate • effectiveness • others • performances

Coherence

Builds on: Discussion and collaboration. Prepares for: Discussion and collaboration.

SUMMER

Presentation, persuasion and performance

ESSENTIAL KNOWLEDGE

Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion. Evaluate the effectiveness of others' presentations.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion.
- Evaluate the effectiveness of others' presentations.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

summarise • justify • register • viewpoint • presentation • persuasion • performance • plan • deliver • attention

Coherence

Builds on: Presentation, persuasion and performance. Prepares for: Presentation, persuasion and performance.

SPOKEN LANGUAGE CURRICULUM

Year 4 • curriculum sequence, vocabulary and what pupils will know



PROGRESSION FOCUS

Listening and response — summarise, probe and adapt a response; Questioning and explanation — clarify, justify and explain cause or process; Discussion and collaboration — assume roles, negotiate and develop collective reasoning; Presentation and performance — select language, register and gesture for purpose

AUTUMN	SPRING	SUMMER
<p>Listening, response and explanation</p> <p>ESSENTIAL KNOWLEDGE Justify a view by giving reasons and evidence. Make notes when listening.</p> <p>BY THE END OF THE UNIT PUPILS WILL KNOW...</p> <ul style="list-style-type: none"> • Justify a view by giving reasons and evidence. • Make notes when listening. • Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence. <p>ESSENTIAL VOCABULARY summarise • justify • register • viewpoint • listening • response • explanation • view • giving • reasons</p> <p>Coherence Builds on: Listening, response and explanation. Prepares for: Listening, response and explanation.</p>	<p>Discussion and collaboration</p> <p>ESSENTIAL KNOWLEDGE Justify a view by giving reasons and evidence. Make notes when listening.</p> <p>BY THE END OF THE UNIT PUPILS WILL KNOW...</p> <ul style="list-style-type: none"> • Justify a view by giving reasons and evidence. • Make notes when listening. • Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence. <p>ESSENTIAL VOCABULARY summarise • justify • register • viewpoint • discussion • collaboration • view • giving • reasons • evidence</p> <p>Coherence Builds on: Discussion and collaboration. Prepares for: Discussion and collaboration.</p>	<p>Presentation, persuasion and performance</p> <p>ESSENTIAL KNOWLEDGE Ask relevant questions after listening to build understanding Take different roles in groups e. Leader, reporter, scribe, mentor.</p> <p>BY THE END OF THE UNIT PUPILS WILL KNOW...</p> <ul style="list-style-type: none"> • Ask relevant questions after listening to build understanding Take different roles in groups e. • Leader, reporter, scribe, mentor. • Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence. <p>ESSENTIAL VOCABULARY summarise • justify • register • viewpoint • presentation • persuasion • performance • relevant • questions • after</p> <p>Coherence Builds on: Presentation, persuasion and performance. Prepares for: Presentation, persuasion and performance.</p>

SPOKEN LANGUAGE CURRICULUM

Year 5 • curriculum sequence, vocabulary and what pupils will know



PROGRESSION FOCUS

Listening and response — evaluate arguments, synthesise viewpoints and respond strategically; Questioning and explanation — frame incisive questions and construct precise, evidence-rich explanations; Discussion and collaboration — chair, challenge, synthesise and move discussion forward inclusively; Presentation and performance — command structure, register and rhetorical choices; respond to an audience

AUTUMN

Listening, response and explanation

ESSENTIAL KNOWLEDGE

Present a well-structured, persuasive argument including reasons and evidence. Use of persuasive language in different contexts.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Present a well-structured, persuasive argument including reasons and evidence.
- Use of persuasive language in different contexts.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

synthesise • rhetoric • counterargument • chair • listening • response • explanation • present • well-structured • persuasive

Coherence

Builds on: Listening, response and explanation. Prepares for: Listening, response and explanation.

SPRING

Discussion and collaboration

ESSENTIAL KNOWLEDGE

Analyse techniques designed to engage the listener. Use a range of techniques (e).

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Analyse techniques designed to engage the listener.
- Use a range of techniques (e).
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

synthesise • rhetoric • counterargument • chair • discussion • collaboration • analyse • techniques • designed • engage

Coherence

Builds on: Discussion and collaboration. Prepares for: Discussion and collaboration.

SUMMER

Presentation, persuasion and performance

ESSENTIAL KNOWLEDGE

Use of different question types e. Open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective.

BY THE END OF THE UNIT PUPILS WILL KNOW...

- Use of different question types e.
- Open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective.
- Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence.

ESSENTIAL VOCABULARY

synthesise • rhetoric • counterargument • chair • presentation • persuasion • performance • different • question • types

Coherence

Builds on: Presentation, persuasion and performance. Prepares for: Presentation, persuasion and performance.

SPOKEN LANGUAGE CURRICULUM

Year 6 • curriculum sequence, vocabulary and what pupils will know



PROGRESSION FOCUS

Listening and response — evaluate arguments, synthesise viewpoints and respond strategically; Questioning and explanation — frame incisive questions and construct precise, evidence-rich explanations; Discussion and collaboration — chair, challenge, synthesise and move discussion forward inclusively; Presentation and performance — command structure, register and rhetorical choices; respond to an audience

AUTUMN	SPRING	SUMMER
<p>Listening, response and explanation</p> <p>ESSENTIAL KNOWLEDGE Give and justify an opinion in an appropriate manner. Make notes when listening for a sustained period.</p> <p>BY THE END OF THE UNIT PUPILS WILL KNOW...</p> <ul style="list-style-type: none"> • Give and justify an opinion in an appropriate manner. • Make notes when listening for a sustained period. • Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence. <p>ESSENTIAL VOCABULARY synthesise • rhetoric • counterargument • chair • listening • response • explanation • give • justify • opinion</p> <p>Coherence Builds on: Listening, response and explanation. Prepares for: the next phase of subject learning.</p>	<p>Discussion and collaboration</p> <p>ESSENTIAL KNOWLEDGE Agree and disagree constructively with others' views. Identify and adopt the features of formal register Successfully counter another argument during a debate or discussion.</p> <p>BY THE END OF THE UNIT PUPILS WILL KNOW...</p> <ul style="list-style-type: none"> • Agree and disagree constructively with others' views. • Identify and adopt the features of formal register Successfully counter another argument during a debate or discussion. • Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence. <p>ESSENTIAL VOCABULARY synthesise • rhetoric • counterargument • chair • discussion • collaboration • agree • disagree • constructively • others</p> <p>Coherence Builds on: Discussion and collaboration. Prepares for: the next phase of subject learning.</p>	<p>Presentation, persuasion and performance</p> <p>ESSENTIAL KNOWLEDGE Talk on the listener and adapt it in response. Evaluate a range successful speakers for useful techniques Consider,.</p> <p>BY THE END OF THE UNIT PUPILS WILL KNOW...</p> <ul style="list-style-type: none"> • Talk on the listener and adapt it in response. • Evaluate a range successful speakers for useful techniques Consider,. • Listen and respond to others, then explain or justify ideas with relevant vocabulary and evidence. <p>ESSENTIAL VOCABULARY synthesise • rhetoric • counterargument • chair • presentation • persuasion • performance • talk • listener • adapt</p> <p>Coherence Builds on: Presentation, persuasion and performance. Prepares for: the next phase of subject learning.</p>