

WEBSITE RESOURCE W4.6

Scale of progression in Spoken Language

Inexperienced speaker/listener:	Fluent but less experienced speaker/listener:	Moderately experienced speaker/listener:
<ul style="list-style-type: none"> • asks for things or get friends to ask • listens to teacher instructions when asked to • responds to adults with short, simple utterances • talks with others spontaneously (during play, for example) but not necessarily respond as 'conversation' • joins in a whole class group story led by the teacher • begins to ask other people questions (based on teacher modelling) • conveys a simple or familiar message and repeating a straightforward verbal answer (with a friend) • answers questions about an area of personal knowledge or experience • talks about parts of books/videos read and enjoyed • comments on characters they like from their reading/viewing • tells a story from given pictures and picture books in a simple sequence • plays in role for lengthy periods • uses rhythmic/ rhymed patterns to help read aloud • remembers parts of poems and songs they are familiar with • tells members of the group/class about preferences and interests • knows that language is made up of words 	<ul style="list-style-type: none"> • show a sense of audience – waiting for quiet and speaking to be heard • listens and responds in conversations with a friend • listens to instructions without being reminded • joins in a whole class/group story without adult prompting • discusses familiar issues (e.g. classroom rules) with a known group • asks own questions in response to other people's ideas • conveys a verbal message and bring a verbal reply independently • remembers, and tells in sequence, an event of personal significance • explains own work to another adult or child • uses reasons in discussion and offers opinions • talks with enthusiasm/conviction about books read or films seen • describes characters from fiction • tells a story with a beginning, middle and end from own pictures or storymaps • structures situations in role play activities, taking on character roles from fiction • creates a rhythm and notice rhyme when reading aloud • recites (with support) short poems/songs learned by heart • knows that language is different according to who is talking 	<ul style="list-style-type: none"> • retells events giving relevant detail for group/class audience • uses different forms of talk for different people (e.g. friend, teacher, visitor) and different situations (including using formal English) • begins to use more specific language/ vocabulary relating to personal interests/ activities • in group work, copes (verbally) with peers who present awkward behaviour • listens to and is tolerant of others' points of view • gives reasons for opinions when agreeing or disagreeing with others' ideas • has an established concept of turn-taking (even if not always doing it!) • organises a group activity and delegates tasks • formulates questions about classroom work • begins to hypothesise about things known or learned about • with support/collaboration, presents and explains work/ideas to a large audience (e.g. assembly) • explains personal preferences for books/films • discusses motivation of characters in fiction • giving reasons for holding particular views of characters • creates and sustains roles in response to fiction • narrates an extended storyboard sequence • gives attention to rhythm, rhyme and intonation in discussion and performance • recites poems learned by heart, with some attention to expression and intonation • can talk about informal and formal language

Experienced speaker/listener:	Very experienced speaker/listener:
<ul style="list-style-type: none"> • explains ideas/opinions clearly using formal English • indicates awareness of others' conversational needs • uses specific language register and/or vocabulary relating to activities or topics learned • acts as enabler as well as contributor in group discussion • makes appropriate and relevant (succinct) comments in group/class discussion • shows empathy with others' points of view • gives opinions about things known or learned about • debates ideas drawing on facts • uses hypothesis to extend imaginative ideas • analyses and discusses ideas found in research/information materials • talks about their own and a partner's/ collaborative work, using specific vocabulary and giving adequate explanation and reasons • discusses books (films, television, poetry) giving reasons for choice, enjoyment or satisfaction • analyses character development and motivation • talks about language, vocabulary and dialect, • explains ideas/tells story in a clear sequence • uses role play to create different characters, genres, situations • gives a sustained talk to the class/group (using presentational software if appropriate) • performs texts learned by heart (poetry or plays), creating effects with intonation and vocal range • can talk about reasons for using formal and informal language 	<ul style="list-style-type: none"> • varies tone and formality according to context and subject (including use of formal English) • confidently (or apparently so!) initiates questions and make contributions or offer opinions in a range of contexts • empathises with the points of view of others and articulate them in a range of settings (familiar/unfamiliar; pairs/groups/ class; with peers/ adults; known/unknown) • makes sustained (or brief, as appropriate) contributions to group/class discussion • listens actively and attentively, responding perceptively to ideas • initiates and leads discussion, extending and elaborating on, and challenging, others' ideas where necessary • justifies hypotheses and evaluates own and others' points of view • engages in discussion as a contributor and listens attentively without reminders about turn-taking • understands complex ideas presented orally (e.g. when read aloud or in a talk) and shows understanding in responses made • gives a sustained talk/presentation, taking questions and responding thoughtfully • discusses literature: music, ideas with balance and conviction • analyses character and comments on the role of character in conveying the theme of a book/film • takes on character, sustains suspense in drama/ role play • describes, presents and evaluates a piece of work or activity to a group • debates an issue, giving evidence for opinions held • as part of a planned performance, engages in lengthy expressive work using intonation and vocal range for dramatic effects • can identify differences vocabulary and sentence structure according to formal/informal register