

Rise Park Primary and Nursery Languages Skills Progression: Speaking



EYFS		KS1		KS2			
		<ul style="list-style-type: none"> ➤ Give short and simple responses to what they see and hear ➤ Name and describe people, places and objects ➤ Use set phrases 		<ul style="list-style-type: none"> ➤ Have a short conversation where they are saying 2-3 things ➤ Use short phrases to give a personal response ➤ Use mainly memorised language - occasionally substitute items of vocabulary to vary questions or statements 		<ul style="list-style-type: none"> ➤ Hold a simple conversation with 3-4 exchanges ➤ Use their knowledge of grammar to adapt and substitute single words and phrases ➤ Pronunciation is generally accurate - some consistency with intonation 	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Mimic single words. -Join in with rote phrases and songs. 	<ul style="list-style-type: none"> - Repeat single words confidently and accurately. -Pronounce words more accurately in songs. - Join in with repetitive story-telling. 	<ul style="list-style-type: none"> - Repeat short simple phrases confidently and accurately. -Respond to key questions using differentiated model answers (word level and starting to use sentence level set phrases) and self-differentiated responses (Short, Medium and Long) linked to classroom display. 	<ul style="list-style-type: none"> - Repeat a variety of phrases in 1st and 2nd person confidently and accurately. - Use key questions in spoken dialogue: <ul style="list-style-type: none"> -Begin to ask key questions -Begin to substitute words to personalise responses. - Begin to express simple opinions e.g Me gusta/No me gusta. 	<ul style="list-style-type: none"> -Apply known vocabulary to newly acquired phrases. -Ask and respond to key questions, linked to topics: <ul style="list-style-type: none"> -consolidate asking/answering key questions with a partner -consolidate substituting words in simple phrases. -Begin to use coordinating conjunctions and, but, or. -Start to use predicate patterns to adapt verbs to talk about self and start to talk about others (1st 3rd person verbs) e.g. he is called. - Begin to attempt correct intonation and tone of voice. 	<ul style="list-style-type: none"> - Gain skills in spoken substitution: apply prior learning to new contexts/topics. - Extend range of conjunctions and adverbs in speech to include also, however, because, when. -Consolidate speaking about using predicate patterns: 3rd person verbs sing (plural from a model). - Start to use adjectival agreement in speech. - Express agreement/disagreement with others' opinions. - Begin to use reasoning in speech (linked to because). 	<ul style="list-style-type: none"> -Consolidate using predicate patterns in speech: plural forms of 1st and 3rd person verbs. - Start to use irregular forms of adjectival agreement in speech. -Begin to use simple time phrases. - Express opinions and reasoning more confidently (because). -Attempt to accurately imitate cultural features of language and intonation. 	<ul style="list-style-type: none"> -Use a range of different person verb forms independently in speech: singular and plural -Begin to another tense (simple past or future) in speech. -Use a full range of time phrases. - Consolidate use of spoken opinions and reasons through topic discussion: using a variety of opinion verbs and conjunctions - Give a short prepared talk on a familiar topic.

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