



Key Learning in Spoken Language

Reception to Year 6

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What is *Key Learning in Spoken Language*?

The *Key Learning in Spoken Language* document is based upon the expectations outlined in the National Curriculum 2014. It will support teachers to plan spoken language opportunities in English and across the curriculum.

Where have they come from?

The key learning statements have been identified primarily from the National Curriculum 2014 (page 17) – spoken language, years 1 to 6. In addition, EYFS Early Learning Goals 2021, and expertise from the Primary English and Literacy team at Lancashire Professional Development Service, around speaking and listening, has informed the expectations for all year groups.

How are they different from the National Curriculum statements?

The aim was to specify the key learning in spoken language for year groups and age-phases, rather than the year 1 to 6 statements in the National Curriculum. In some cases, additional details, via examples, have been included to further clarify statements.

How might *Key Learning in Spoken Language* be useful?

The key learning statements will help to focus whole class teaching and can be used as unit objectives, and to inform daily learning objectives in English. Taught in the context of lively, engaging and creative units of work, they will help to underpin progress in reading and writing, and linked to skills across the curriculum. Teaching should ensure that approaches are modelled and scaffolded, and that pupils are given opportunities to explore the spoken language expectations in a range of different contexts.

Key Learning in Spoken Language: Year 1

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Listen and maintain attention to an adult in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> ▪ Listen and maintain attention to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Respond appropriately to adults after listening attentively. ▪ Respond appropriately to peers after listening attentively. ▪ Respond appropriately to questions posed by an adult, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, e.g. <i>Where does the character live in the story?</i> ▪ Ask questions to clarify thinking using <i>who, what, where, when, why</i> and <i>how</i>. ▪ Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class. ▪ Provide simple oral explanations, e.g. <i>explaining a simple process using the joining word because.</i> ▪ Speak audibly when communicating with others in pairs and small groups. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Speak in complete sentences linked to the context. ▪ Use past, present and future tense, orally, e.g. <i>past tense when recounting an event, present tense when working in role, and future tense when making a prediction.</i> ▪ Use joining words during talk to extend ideas, e.g. <i>and, but, or, because, so.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Introduce and explore new vocabulary orally, e.g. <i>linked to real life contexts, stories, non-fiction, poetry and across the curriculum.</i> ▪ Describe settings orally using vocabulary provided. ▪ Describe characters orally using vocabulary provided. ▪ Describe feelings orally using vocabulary provided, e.g. <i>Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. <i>small world figures, props, images, actions and story maps.</i> ▪ Orally retell simple non-fiction texts (instructions, recounts or information), using a range of strategies, e.g. <i>small world figures, props, images, actions and text maps.</i> ▪ Participate in role in English and across the curriculum, e.g. <i>take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone.</i> ▪ Take part in imaginative role play, e.g. <i>linked to familiar contexts in role play areas, by using small world props and figures, or miming events.</i> ▪ Recite rhymes and poems by heart and perform to an audience, e.g. <i>different groups or another class.</i> ▪ Present simple information to an audience. ▪ Read and perform stories using a voice with an appropriate volume, e.g. <i>a child's own story.</i>

Key Learning in Spoken Language: Year 3/4

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Listen and retain key points from a range of situations, e.g. <i>information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing.</i> ▪ Listen to peers and retain key points in a range of situations, e.g. <i>following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc.</i> ▪ Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others perform a playscript, persuasive advert or poem.</i> ▪ Listen and consider viewpoints from adults and peers, e.g. <i>different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science, or using historical evidence to identify a point of view.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. ▪ Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. ▪ Respond to questions posed by an adult or peer, orally, related to <i>who, what, where, when, why and how</i>, and ask further relevant questions to extend understanding and knowledge. ▪ Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. ▪ Take turns when making contributions and responding to others, in a variety of group situations, e.g. <i>discussions and debates.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use Standard English verb inflections when speaking, e.g. <ul style="list-style-type: none"> - <i>I was</i> - <i>we were</i> - <i>they are</i> - Use conjunctions <i>and, but, because, when, before, after, if, so, as, while, since, although</i> during talk to extend ideas in narrative and non-fiction, using speaking frames to support, e.g. <ul style="list-style-type: none"> - <i>When the Romans arrived in Britain, they...</i> - <i>Since 43AD, ...</i> - <i>If the character...</i> ▪ Use a range of sentence starter prompts in narrative and non-fiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas. Use speaking frames to support, e.g. <ul style="list-style-type: none"> - <i>Before long, ...</i> - <i>Soon after, ...</i> - <i>As the sun was setting over the hills, ...</i> - <i>Across the rooftops, ...</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum. ▪ Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. ▪ Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. ▪ Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. <i>use a thesaurus to explore appropriate synonyms from which to select</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. <i>props, images, actions and story maps.</i> ▪ Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> ▪ Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference.</i> ▪ Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.</i>