

AUTUMN 1 AUTUMN 2 SPRING 1 SPRING 2 SUMMER 1 SUMM	.R 2
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Thomas Buxton Primary School

Dame	200 4	Range 5	Range 5	Range 5	Range 5	Range 5
Rang	ige 4	•	•	•	•	•
Head	os languago to sharo	Beginning to use more	Beginning to use more	Beginning to use more	Beginning to use more	Beginning to use more complex sentences to link
	es language to share	complex sentences to link	complex sentences to link	complex sentences to link	complex sentences to	•
	lings, experiences and	thoughts (e.g. using and,	thoughts (e.g. using and,	thoughts (e.g. using and,	link thoughts (e.g. using	thoughts (e.g. using and,
	oughts	because)	because)	because)	and, because)	because)
	ds a conversation,	Ablatanalanasa	Abla ta con la company	Abla ta con la company	Abla ta con la caccasa ta	Abla ta con la companda
,	nping from topic to	Able to use language in	Able to use language in	Able to use language in	Able to use language in	Able to use language in
·	ic Learns new words	recalling past experiences	recalling past experiences	recalling past experiences	recalling past	recalling past experiences
	y rapidly and is able to				experiences	
	them in	Can retell a simple past	Can retell a simple past	Can retell a simple past		Can retell a simple past
com	nmunicating	event in correct order (e.g.	event in correct order (e.g.	event in correct order	Can retell a simple past	event in correct order
		went down slide, hurt	went down slide, hurt	(e.g. went down slide,	event in correct order	(e.g. went down slide,
	es a variety of questions	finger)	finger)	hurt finger)	(e.g. went down slide,	hurt finger)
(e.g.	g. what, where, who)				hurt finger)	
		Uses talk to explain what is	Uses talk to explain what	Uses talk to explain what		Uses talk to explain what
	es longer sentences (e.g.	happening and anticipate	is happening and	is happening and	Uses talk to explain what	is happening and
Mun	mmy gonna work)	what might happen next	anticipate what might	anticipate what might	is happening and	anticipate what might
			happen next	happen next	anticipate what might	happen next
_	ginning to use word	Questions why things			happen next	
endi	dings (e.g. going, cats)	happen and gives	Questions why things	Questions why things		Questions why things
SSE		explanations. Asks e.g. who,	happen and gives	happen and gives	Questions why things	happen and gives
NUS ERY		what, when, how	explanations. Asks e.g.	explanations. Asks e.g.	happen and gives	explanations. Asks e.g.
2		Beginning to use a range of	who, what, when, how	who, what, when, how	explanations. Asks e.g.	who, what, when, how
		tenses (e.g. play, playing,	Beginning to use a range	Beginning to use a range	who, what, when, how	Beginning to use a range
		will play, played)	of tenses (e.g. play,	of tenses (e.g. play,	Beginning to use a range	of tenses (e.g. play,
		Continues to make some	playing, will play, played)	playing, will play, played)	of tenses (e.g. play,	playing, will play, played)
		errors in language (e.g.	Continues to make some	Continues to make some	playing, will play, played)	Continues to make some
		runned) and will absorb and	errors in language (e.g.	errors in language (e.g.	Continues to make some	errors in language (e.g.
		use language they hear	runned) and will absorb	runned) and will absorb	errors in language (e.g.	runned) and will absorb
		around them in their	and use language they	and use language they	runned) and will absorb	and use language they
		community and culture	hear around them in their	hear around them in their	and use language they	hear around them in their
			community and culture	community and culture	hear around them in	community and culture
		Uses intonation, rhythm			their community and	
		and phrasing to make the	Uses intonation, rhythm	Uses intonation, rhythm	culture	Uses intonation, rhythm
		meaning clear to others	and phrasing to make the	and phrasing to make the		and phrasing to make the
			meaning clear to others	meaning clear to others	Uses intonation, rhythm	meaning clear to others
		Talks more extensively			and phrasing to make	
		about things that are of	Talks more extensively	Talks more extensively	the meaning clear to	Talks more extensively
		particular importance to	about things that are of	about things that are of	others	about things that are of
		them	particular importance to	particular importance to		particular importance to
			them	them	Talks more extensively	them
					about things that are of	

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·	breadth of their reflects the	breadth of refle	. ''	them	Builds up vocabulary that reflects the breadth of their experiences
objects star	nd for something that objects	s stand for that else in play, e.g. some	es talk in pretending t objects stand for nething else in play, . This box is my castle	their experiences	Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle

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		Range 5	Range 6	Range 6	Range 6	Range 6	ELG
		Beginning to use more	Extends vocabulary,	Extends vocabulary,	Extends vocabulary,	Extends vocabulary,	Participate in small group,
		complex sentences to link	especially by grouping and	especially by grouping and	especially by grouping	especially by grouping	class and one-to-one
	thoughts (e.g. using and,	naming, exploring the	naming, exploring the	and naming, exploring	and naming, exploring	discussions, offering their	
	l t	because)	meaning and sounds of new	meaning and sounds of	the meaning and sounds	the meaning and sounds	own ideas, using recently
			words	new words	of new words	of new words	introduced vocabulary; -
		Able to use language in					
	r	recalling past experiences	Uses language to imagine	Uses language to imagine	Uses language to imagine	Uses language to	Offer explanations for why
			and recreate roles and	and recreate roles and	and recreate roles and	imagine and recreate	things might happen,
		Can retell a simple past	experiences in play	experiences in play	experiences in play	roles and experiences in	making use of recently
	e	event in correct order (e.g.	situations	situations	situations	play situations	introduced vocabulary
	v	went down slide, hurt	Links statements and sticks	Links statements and	Links statements and	Links statements and	from stories, non-fiction,
	f	finger)	to a main theme or	sticks to a main theme or	sticks to a main theme or	sticks to a main theme or	rhymes and poems when
		- '	intention	intention	intention	intention	appropriate;
	L.	Uses talk to explain what is					
	l h	happening and anticipate	Uses talk to organise,	Uses talk to organise,	Uses talk to organise,	Uses talk to organise,	Express their ideas and
	v	what might happen next	sequence and clarify	sequence and clarify	sequence and clarify	sequence and clarify	feelings about their
			thinking, ideas, feelings and	thinking, ideas, feelings	thinking, ideas, feelings	thinking, ideas, feelings	experiences using full
-		Questions why things	events	and events	and events	and events	sentences, including use
RECEPTION	l r	happen and gives					of past, present and
l E	e	explanations. Asks e.g.	Introduces a storyline or	Introduces a storyline or	Introduces a storyline or	Introduces a storyline or	future tenses and making
	v	who, what, when, how	narrative into their play	narrative into their play	narrative into their play	narrative into their play	use of conjunctions, with
~	E	Beginning to use a range of	• •	. ,	• •	. ,	modelling and support
		tenses (e.g. play, playing,					from their teacher.
		will play, played)					
		Continues to make some					
		errors in language (e.g.					
		runned) and will absorb					
		and use language they					
		hear around them in their					
		community and culture					
		John Marie Van Garage					
		Uses intonation, rhythm					
		and phrasing to make the					
		meaning clear to others					
	т	Talks more extensively					
		about things that are of					
		particular importance to					
		them					
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	Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for
	something else in play, e.g. This box is my castle
YEAR 1	Listen and respond to adults and their peers Ask questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate opinions Give descriptions, narratives for different purposes, including for expressing feelings Maintain attention and participate in collaborative conversations Speak audibly Participate in discussions, performances, role play, improvisations



	Listen and respond to adults and their peers
	Ask questions to extend their understanding and knowledge
	Use relevant strategies to build their vocabulary
	Articulate arguments and opinions
YEAR 2	Give descriptions, explanations and narratives for different purposes, including for expressing feelings
7	Maintain attention and participate in collaborative conversations, staying on topic and initiating comments
	Consider different viewpoints, and build on the contributions of others
	Speak audibly
	Participate in discussions, performances, role play, improvisations
	Listen and respond appropriately to adults and their peers
	Ask relevant questions to extend their understanding and knowledge
	Use relevant strategies to build their vocabulary
m	Articulate and justify answers, arguments and opinions Give structured descriptions, explanations and narratives for different purposes, including for expressing feelings
A R	Maintain attention and participate in collaborative conversations, staying on topic and initiating comments
YEAR	Consider different viewpoints, and build on the contributions of others
	Speak audibly and fluently with an increasing command of Standard English
	Participate in discussions, presentations, performances, role play, improvisations and debates
	Gain the interest of the listener(s



YEAR 4	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Consider and evaluate different viewpoints, attending to and building on the contributions of others Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain and maintain the interest of the listener
YEAR 5	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.



Spoken Language

Curriculum Map

YEAR 6

listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.