



Thomas Buxton Primary School

Spoken Language Curriculum Map

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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**Spoken Language
Curriculum Map**

NURSERY	<p>Range 4</p> <p>Uses language to share feelings, experiences and thoughts</p> <p>Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating</p> <p>Uses a variety of questions (e.g. what, where, who)</p> <p>Uses longer sentences (e.g. Mummy gonna work)</p> <p>Beginning to use word endings (e.g. going, cats)</p>	<p>Range 5</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>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</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Talks more extensively about things that are of particular importance to them</p>	<p>Range 5</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>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</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Talks more extensively about things that are of particular importance to them</p>	<p>Range 5</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>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</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Talks more extensively about things that are of particular importance to them</p>	<p>Range 5</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>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</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Talks more extensively about things that are of particular importance to them</p>	<p>Range 5</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>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</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Talks more extensively about things that are of particular importance to them</p>
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		<p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p>	<p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p>	<p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p>	<p>particular importance to them</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p>	<p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p>
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RECEPTION	Range 5	Range 6	Range 6	Range 6	Range 6	ELG	
	Beginning to use more complex sentences to link thoughts (e.g. using and, because)	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; -
	Able to use language in recalling past experiences	Uses language to imagine and recreate roles and experiences in play situations	Uses language to imagine and recreate roles and experiences in play situations	Uses language to imagine and recreate roles and experiences in play situations	Uses language to imagine and recreate roles and experiences in play situations	Uses language to imagine and recreate roles and experiences in play situations	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
	Can retell a simple past event in correct order (e.g. went down slide, hurt finger)	Links statements and sticks to a main theme or intention	Links statements and sticks to a main theme or intention	Links statements and sticks to a main theme or intention	Links statements and sticks to a main theme or intention	Links statements and sticks to a main theme or intention	
	Uses talk to explain what is happening and anticipate what might happen next	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	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.
	Questions why things happen and gives explanations. Asks e.g. who, what, when, how	Introduces a storyline or narrative into their play	Introduces a storyline or narrative into their play	Introduces a storyline or narrative into their play	Introduces a storyline or narrative into their play	Introduces a storyline or narrative into their play	
	Beginning to use a range of tenses (e.g. play, playing, 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							
Uses intonation, rhythm and phrasing to make the meaning clear to others							
Talks more extensively about things that are of particular importance to them							

	<p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p>					
<p>YEAR 1</p>	<p>Listen and respond to adults and their peers</p> <p>Ask questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate opinions</p> <p>Give descriptions, narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate in collaborative conversations</p> <p>Speak audibly</p> <p>Participate in discussions, performances, role play, improvisations</p>					

<p>YEAR 2</p>	<p>Listen and respond to adults and their peers</p> <p>Ask questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate arguments and opinions</p> <p>Give descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate in collaborative conversations, staying on topic and initiating comments</p> <p>Consider different viewpoints, and build on the contributions of others</p> <p>Speak audibly</p> <p>Participate in discussions, performances, role play, improvisations</p>
<p>YEAR 3</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate in collaborative conversations, staying on topic and initiating comments</p> <p>Consider different viewpoints, and build on the contributions of others</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain the interest of the listener(s)</p>

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YEAR 4	<p>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</p>
YEAR 5	<p>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.</p>

<p>YEAR 6</p>	<p>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.</p>
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