



Spoken Language is an Inclusive Act

At Tavistock Primary and Nursery School, all spoken language teaching is inclusive. All children's needs are considered when planning, teaching and delivering our spoken language progression of skills. Staff routinely identify children with spoken language difficulties as soon as possible, most typically upon entrance to Reception. Children with specific speech and language and auditory problems are identified and specialist help sought, where appropriate. Differences in a child's own spoken language, including EAL and regional dialects are explored and managed sensitively and teachers take on the responsibility of ensuring all learning is adapted accordingly. We include drama and role play as part of teaching in all three areas of English – reading, writing and spoken language. Drama is, by its very nature an inclusive subject although care must still be taken to consider the individual needs of all learners;

'Drama has the potential to greatly impact learners with SEND in the primary school environment, but care must be taken to not assume automatic accessibility because of the inclusive nature of the subject. Teachers, as with all subjects, must consider the specific needs of the pupils and make adaptations to address these.' Teacher Handbook SEND.



At TPNS, in line with the National Curriculum, we believe that all pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

The National Curriculum states:

Pupils should be taught to:

- 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 (see below for progressive activities)
- 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

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils.



Spoken Language

Teachers model speaking aloud with clarity and purpose.

Teachers model a high level of spoken language

Teachers model speaking in complete sentences

Teachers ask higher order thinking questions in all lessons and use questioning techniques for all to respond

Teachers build safe communities where children feel confident to express themselves and speak aloud.

Talk partners and group work are an integral part of our teaching

Vocabulary development (from NC)

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

For further detail of Early Years Curriculum:

<https://tavistockpridevonschuk.sharepoint.com/sites/Teaching/Shared%20Documents/General/2021-2022/CURRICULUM%20LONG%20TERM%20OVERVIEWS/Nursery%20long%20term%20overview%203-4%20year%20olds%202021-2022><https://tavistockpridevonschuk.sharepoint.com/sites/Teaching/Shared%20Documents/General/2021-2022/CURRICULUM%20LONG%20TERM%20OVERVIEWS/Reception%20long%20term%20overview%20plans%202021-2022>

	FS	Y1	Y2	Y3	Y4	Y5	Y6
Listen and respond appropriately to adults and their peers	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond	*Demonstrates attentive listening and can express simple views on a subject. *Consistently understands simple 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop. *Note understanding of routine and non-	*Listens to others and is beginning to summarise some of the main points. *Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why.	Listens and responds to others making connected comments and begins to extend the points made by others	Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates	Listen and respond to others and make contributions which add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking.	*Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. *Notice and comment not only on what is said but how it is said e.g. beginning to understand sarcasm when it is

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	appropriately, while engaged in another activity.	routine questions					obvious
Ask relevant questions to extend their understanding and knowledge	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	Will extend their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why..?	Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did...?	Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc.	Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately	Is able to pose increasingly thoughtful questions to both their peers and to adults.	Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical
Pitch, tone, register and awareness of audience skills progression	Begin to understand the need to look at who's talking to them and think about what they are saying	Understand the need to look at who's talking to them and think about what they are saying. Show they can use language to reason and persuade eg Can I go outside because it's stopped raining	Becoming aware that they need to use different styles of talk with different people. They will use different words when they are talking to friends than when they are talking to a teacher	Becoming aware that they need to use different styles of talk with different people. They will use different words when they are talking to friends than when they are talking to a teacher	Put interest into their voices to make storytelling exciting and come to life. Use formal language when appropriate in some familiar situations eg showing a visitor around school.	Start to project voice so everyone can hear it Start to vary the pitch, tone and rhythm of voice Begin to use gestures and body movements to help convey the points they want to make	Develop presence as a performer, controlling voice and movement Use several different tones of voice and adapt voice to context Use subtle gestures and body language to indicate a range of different emotions
Use relevant strategies to build their vocabulary	Be interested in how new words sound and what they mean	Listen to and use new vocabulary to develop their own vocabularies When given a clear opportunity, use this	*Ask for the meaning of unknown words. *Use newly introduced topic words appropriately in a	Use newly introduced topic words and more adventurous vocabulary appropriately Can discuss a	Use newly introduced topic words and more adventurous vocabulary appropriately Can discuss a	Use vocabulary appropriately and for effect Use appropriate terminology linked to other curriculum	Use vocabulary appropriately and for effect Use appropriate terminology linked to other curriculum

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		vocabulary in a variety of meaningful contexts With support, think of alternatives for simple vocabulary choices	sentence.	wider range of topics which are perhaps unfamiliar to own direct experience.	wider range of topics which are perhaps unfamiliar to own direct experience	subjects Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions	subjects Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions
Articulate and justify answers, arguments and opinions	Use language to express a want or need	Use language to express opinion and explain e.g. "I want to go and build a snowman because it's snowing and it's fun."	Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again."	Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.	Articulate and justify opinion on a character, event or situation in response to a question or prompt.	Articulate clearly and justify more complex opinions and answers about a character, event or situation.	Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others. Sustain an argument an follow a train of thought, returning to main ideas throughout the course of the conversation Can present ideas / opinions coherently, supported with reasons
Give well-structured descriptions, explanations and narratives	Retell incidents from their own experiences	Tell stories and retell incidents from their own experience mainly making	Expresses personal feelings or recounts experiences with clarity, beginning	Expresses personal feelings or recounts experiences with clarity and makes	Presents information or personal feelings in a structured way, with key	Presents information or personal feelings coherently selecting	Adapt the structure of talk in ways which support meaning and show

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<p>for different purposes, including expressing feelings</p>		<p>appropriate tense choices, using character names and basic sequencing</p>	<p>to make connections between ideas or thoughts e.g. I liked this because...</p>	<p>clear connections between ideas or thoughts e.g. I liked this because...It reminded me of...</p>	<p>ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons</p>	<p>memorable details including specific vocabulary</p>	<p>attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well chosen relevant details.</p>
<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Take part in group activities</p>	<p>Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others.</p>	<p>Can sustain the attention of the listener e.g. will use eye gaze and ask questions to involve and engage others.</p>	<p>Can keep talk purposeful and stay on topic and is beginning to use gestures and intonation to further meaning.</p>	<p>Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.</p>	<p>Will stay on topic and is beginning to be more selective about how much and which details to include in order to keep the listener interested.</p>	<p>is able to structure their talk to meet the needs of their listeners e.g. well chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect).</p>
<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Use language to express an interest in the world around them</p>	<p>Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words,</p>	<p>Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases</p>	<p>Is able to explore and imagine feelings within both story and real life settings. Will express views and feelings and is showing the confidence to</p>	<p>Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a</p>	<p>Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate,</p>	<p>Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate,</p>

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<p>Also refer to science curriculum</p>		<p>phrases and sentences appropriate to the situation</p>	<p>and sentences</p>	<p>speculate on a range of possible outcomes</p>	<p>widening range of situations – both familiar and unfamiliar).</p>	<p>suspect, consider, deduce, expect.</p>	<p>suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations.</p>
<p>Speak audibly and fluently with an increasing command of Standard English</p>	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Speak in a way that is clear and easy enough to understand</p>	<p>Use speech that is consistently easy to understand and clear. Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when.</p>	<p>Speaks clearly using more sophisticated language to explain, justify and relay information.</p>	<p>Can speak clearly and fluently about a range of events. Uses complex sentences to communicate clearly and explain further.</p>	<p>Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc.</p>	<p>Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations.</p>
<p>Participate in discussions, presentations, performances, role-play, improvisations and debates</p>	<p>Join in role play</p>	<p>Use character voices in context.</p>	<p>Is able to work in role and take on some of the characteristics and/or the voice of the character being played. Will extend simple</p>	<p>Can create and sustain a role for longer periods adding greater detail to a role/character.</p>	<p>Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and</p>	<p>Is able to develop a role and understands that the character will respond differently and display different 'sides' to them</p>	<p>Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively.</p>

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			roles by expressing emotions.		expression), gesture and movement	depending on the situation.	
		Contributes appropriately to discussions making comments relevant to the topic (at times response can be egocentric but with prompts will return to topic)	Contributes purposefully to discussions and is able to use some imaginative and adventurous age-appropriate vocabulary.	Is able to present and structure information in different ways. Understands their role in the discussion/debate	Presents information in a structured way and is able to use specific vocabulary. Plans what to say related to the discussion or debate	Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific. Plans what to say and plans for what the opposing viewpoint may raise	Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context. Plans what to say and could take on the opposing viewpoint than the one they hold
Gain, maintain and monitor the interest of the listener/s	Talk about events that elicit an emotion, e.g scared,sad etc	Will vary their voice for effect e.g. "I really want a dog for Christmas."	Will change their voice and use expression to engage the listener and keep them interested.	Can explain ideas in a manner appropriate to the listener Begin to use expression and gesture to engage their listener	Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener. Use expression and gesture to engage the listener	Understands the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab the listener's attention.	Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience.
Consider and evaluate different		Responds to what they hear with relevant	Recognises that there are other viewpoints. Make	Can listen to others' views and preferences,	Make expanded comments with supporting detail	Interpret and respond to different	Interpret and respond to different

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<p>viewpoints, attending to and building on the contributions of others</p>		<p>comments.</p>	<p>a simple comment in response to others' viewpoints and say whether they agree or disagree and why</p>	<p>agree next steps to take, and consider alternatives e.g. "That didn't work. Why don't we try...?"</p>	<p>in response to others' viewpoints and say whether they agree or disagree and why</p>	<p>viewpoints by making relevant comments that build on the contributions of others.</p>	<p>viewpoints by building on contributions of others' and formulating questions to deepen understanding.</p>
<p>Select and use appropriate registers for effective communication</p>	<p>Understands some conventions of speech e.g the difference between indoor and outdoor volume</p>	<p>Understands the need to use a more formal tone when talking to adults in school</p>	<p>Knows that they need to use different styles of talk with different people e.g. friends (yeah, nice one, na) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc.</p>	<p>Knows that they need to use different styles of talk with different people e.g. friends (yeah, nice one, na) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc.</p>	<p>In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.</p>	<p>Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly</p>	<p>In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal)</p>



Fluency Progression

Teachers to read aloud with prosody

Teachers to make clear links between fluency and comprehension

Teachers use echo reading to monitor all children’s fluency and prosody

FS	Y1	Y2	Y3	Y4	Y5	Y6
Hear and share rhymes and stories with rhyming patterns Re-visit regularly Begin to join and identify favourite parts.	Hear, share and learn rhymes and stories with rhyming patterns Re-visit regularly Join and identify favourite parts.	Re-visit Y1 favourite story Learn The Giant Jam Sandwich by Janet Burroway and John Vernon Lord off by heart and be able to perform alongside Book for Life poem	Re-visit Y2 story Learn ? Off by heart and be able to perform alongside Book for Life poem	Re-visit Y3 story Learn ? Off by heart and be able to perform alongside Book for Life poem	Re-visit Y4 story Learn ? Off by heart and be able to perform alongside Book for Life poem	Re-visit Y5 story Learn sections of CloudBusting by Malorie Blackman Off by heart and be able to perform alongside Book for Life poem
Join in with familiar patterns in well known texts. Teacher to model rhythm, tone, pace and prosody.	Join in with familiar patterns in well known texts and begin to take the lead rather than following the teacher. Teacher to model rhythm, tone, pace and prosody.	Children to be taught the expectations for reading aloud: Body position Eye contact Volume and voice control Expression and intonation	Children to be taught and practise the expectations for reading aloud: Body position Eye contact Volume and voice control Expression and intonation	Children to be taught and practise the expectations for reading aloud: Body position Eye contact Volume and voice control Expression and intonation	With a broader range of texts: Children to be taught and practise the expectations for reading aloud: Body position Eye contact Volume and voice control Expression and intonation	With a broader range of texts: Children to be taught and practise the expectations for reading aloud: Body position Eye contact Volume and voice control Expression and intonation
Teacher to ask for and support and model the making	Teacher to ask for and support and model the making	When reading, teachers to model making predictions	When reading, teachers to model making predictions	When reading, teachers to model making predictions	When reading, teachers model and begin to expect	When reading, teachers model and begin to expect

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of predictions	of predictions	and evaluating those predictions in response to further reading	and evaluating those predictions in response to further reading. Some children may make independent predictions based on the evidence.	and evaluating those predictions in response to further reading, clearly sharing evidence and thought processes. Some children begin to make predictions based on evidence	children to make and evaluate predictions in response to further reading, clearly sharing evidence and thought processes	children to make and evaluate predictions in response to further reading, clearly sharing evidence and thought processes
Teacher to re-read sections of text and explain why they are doing so	Teacher to re-read sections of text and explain why they are doing so	Teacher to re-read sections of text modelling prosody and begin to explain how this aids comprehension. All children to echo prosody patterning	Teacher to re-read sections of text modelling prosody and how this aids comprehension Children to echo prosody patterning and begin to experiment with reading aloud with prosody alone or in pairs/groups	Teacher to re-read sections of text modelling prosody and how this aids comprehension. Children to echo prosody patterning and begin to experiment with reading aloud with prosody alone or in pairs/groups	Teacher to re-read sections of text modelling prosody and how this aids comprehension – teacher to expect confident reading with prosody with a good level of comprehension from most children either working alone or in pairs/groups	Teacher to re-read sections of text modelling prosody and how this aids comprehension – teacher to expect confident reading with prosody with a good level of comprehension from most children either working alone or in pairs/groups
Teacher to model asking and answering questions about focussed parts of text	Teacher to model asking and answering questions about focussed parts of text	Teacher to model asking and answering questions about focussed parts of text Including the use of drawing/sketching to clarify meaning	Teacher to model asking and answering questions about focussed parts of text Including the use of drawing/sketching to clarify meaning Teacher to begin to expect children to	Teacher to model asking and answering questions about focussed parts of text Including the use of drawing/sketching to clarify meaning Teacher to begin to expect children to	Teacher to model asking and answering questions about focussed parts of text Including the use of drawing/sketching to clarify meaning Teacher to expect children to ask	Teacher to model asking and answering questions about focussed parts of text Including the use of drawing/sketching to clarify meaning Teacher to expect children to ask

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			ask relevant questions when supported and to use talk and drawing/sketching as a way of clarifying understanding	ask relevant questions when supported and to use talk and drawing/sketching as a way of clarifying understanding	relevant questions when supported and to use talk and drawing/sketching as a way of clarifying understanding	relevant questions when supported and to use talk and drawing/sketching as a way of clarifying understanding
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Appendix 1
