

**John Shelton Primary School**  
**Oracy and Spoken Language Progression**

- Physical
- Linguistic
- Cognitive
- Social and Emotional

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							All
Is beginning to be able to pay attention to more than one thing at a time	Can listen out for instructions while busy with something else	Begins to listen and respond appropriately to familiar adults and their peers.	Begins to listen and respond appropriately to a wider range of adults and their peers.	Frequently listens and responds appropriately to adults and their peers.	Frequently listens and responds appropriately to adults and their peers.	Can listen and respond appropriately to adults and their peers.	Can listen and respond appropriately to adults and their peers.
Asks questions using a range of question words	Asks questions to find out more and to check understanding about what has been said	Begins to ask relevant questions to extend their understanding and knowledge.	Begins to ask relevant questions to extend their understanding and knowledge.	Frequently asks relevant questions to extend their understanding and knowledge.	Frequently asks relevant questions to extend their understanding and knowledge.	Can ask relevant questions to extend their understanding and knowledge.	Can ask relevant questions to extend their understanding and knowledge.
Continues to learn and use more new words	Continues to learn and use more words. including those found in a range of stories and non-fiction texts, asking what new words mean	Begins to use relevant strategies to build their vocabulary.	Begins to use relevant strategies to build their vocabulary.	Frequently uses relevant strategies to build their vocabulary.	Frequently uses relevant strategies to build their vocabulary.	Can use relevant strategies to build their vocabulary.	Can use relevant strategies to build their vocabulary.
Starts a conversation with an adult or friend and continues it for many turns Can link sentences with words like 'and', 'or' 'because'	Expresses a point of view, debate when they disagree with an adult/ friend, using words as well as actions	Begins to articulate and justify answers, arguments and opinions.	Begins to articulate and justify answers, arguments and opinions.	Frequently articulates and justifies answers, arguments and opinions.	Frequently articulates and justifies answers, arguments and opinions.	Can articulate and justify answers, arguments and opinions.	Can articulate and justify answers, arguments and opinions.

	Uses the future and past tense, mostly consistently						
Uses longer sentences of 4-6 words	Articulates ideas and thinking in well-formed sentences	Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Enjoys talking and playing with other children or adults	Enjoys talking with others and joins in with group conversations and games Chooses own friends	Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments.	Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments.	Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Enjoys a wide range of make-believe play and dressing up	Uses talk to interact and negotiate as part of extended conversations	Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
To speak audibly so they can be heard and main intent is understood	To speak audibly so they can be heard and Understood clearly	Begins to speak audibly and fluently with an increasing command of Standard English.	Begins to speak audibly and fluently with an increasing command of Standard English.	Frequently speaks audibly and fluently with an increasing command of Standard English.	Frequently speaks audibly and fluently with an increasing command of Standard English.	Can speak audibly and fluently with an increasing command of Standard English.	Can speak audibly and fluently with an increasing command of Standard English.
Listens to a story or information text,	Re-tells short stories they have heard in	Begins to participate in discussions,	Begins to participate in discussions,	Frequently participates in	Frequently participates in	Can participate in discussions,	Can participate in discussions,

talks about it and answers simple questions about what they have heard Sings a large repertoire of songs	the right order, with some exact repetition and some of their own words, and recently learnt vocabulary	presentations, performances, role play, improvisations and debates.	presentations, performances, role play, improvisations and debates.	discussions, presentations, performances, role play, improvisations and debates.	discussions, presentations, performances, role play, improvisations and debates.	presentations, performances, role play, improvisations and debates.	presentations, performances, role play, improvisations and debates.
Can interact appropriately with another person	Can change their way of communicating to accommodate the listener	Begins to gain, maintain and monitor the interest of the listener(s).	Begins to gain, maintain and monitor the interest of the listener(s).	Frequently gains, maintains and monitors the interest of the listener(s).	Frequently gains, maintains and monitors the interest of the listener(s).	Can gain, maintain and monitor the interest of the listener(s).	Can gain, maintain and monitor the interest of the listener(s).
Can express what they like and dislike	Expresses a point of view, debate when they disagree with an adult/ friend, using words as well as actions	Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others.	Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others.	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.	Can consider and evaluate different viewpoints, attending to and building on the contributions of others.	Can consider and evaluate different viewpoints, attending to and building on the contributions of others.
Starts a conversation with an adult or friend and continues it for many turns	Engages in sustained conversations with others	Begins to select and use appropriate registers for effective communication.	Begins to select and use appropriate registers for effective communication.	Frequently selects and uses appropriate registers for effective communication.	Frequently selects and uses appropriate registers for effective communication.	Can select and use appropriate registers for effective communication.	Can select and use appropriate registers for effective communication.

## EYFS Sentence Stems

*These are the sentence stems we use in Nursery and Reception for discussion in our lessons.*

<b><i>Prediction</i></b>	<b><i>Opinion</i></b>	<b><i>Deduction/Conclusion</i></b>
I think it will .....	I like / I don't like .....	It will ..... because .....
This will ..... because	I think ... because	I think ..... because
The ... will .....	It will .....	It is / has ... because
<b><i>Evaluation</i></b>	<b><i>Comparison</i></b>	<b><i>Argument</i></b>
I like this because.....	It is different because	Yes because .....
I did ..... because	It is the same because	No because .....
I chose this because .....	This is ... and this is .....	I don't like / like .... because

## KS1 Sentence Stems

These are the sentence stems we use in Year 1 and Year 2 for discussion in our lessons.

<b>Prediction</b> I predict ... because...  I think...because...  They are the same/similar/different because...	<b>Opinion</b> I like/dislike... because...  I agree/disagree because...  I prefer...because...	<b>Deduction/Conclusion</b> I think...because...  This happened because...  I know this because...
<b>Evaluation</b> I found this hard/easy because...  Next time I could...  I feel...	<b>Comparison</b> They are the same/different because...  They are alike because...  This feels different because...	<b>Argument</b> Yes/no because...  I agree/disagree because...  It's right/wrong because...

## LKS2 Sentence Stems

*These are the sentence stems we use in Year 3 and Year 4 for discussion in our lessons.*

<i>Prediction</i>	<i>Opinion</i>	<i>Deduction/Conclusion</i>
<p>After... I predict that...</p> <p>Based on... I predict that...</p> <p>Because...and....are similar, I predict...will happen</p>	<p>I agree/disagree because...</p> <p>How would you feel if you were...</p> <p>My opinion is... because...</p>	<p>On observing I found that...</p> <p>My results made me think that....due to the fact that....</p> <p>I conclude that...because...</p>
<i>Evaluation</i>	<i>Comparison</i>	<i>Argument</i>
<p>Next time I would...</p> <p>I enjoyed.... because ...</p> <p>Maybe you could try...</p>	<p>... and ... are both...</p> <p>...and .... are different in that....</p> <p>A further difference is...</p>	<p>An argument for is... because...</p> <p>An argument against is.... because...</p> <p>I understand your point of view, however I disagree because...</p>

## UKS2 Sentence Stems

*These are the sentence stems we use in Year 5 and Year 6 for discussion in our lessons.*

<b><i>Prediction</i></b>	<b><i>Opinion</i></b>	<b><i>Deduction/Conclusion</i></b>
In the light of ..., I predict ...  X has happened, therefore I think...  Upon consideration of the relevant factors...	In my opinion,...  I believe...  It is my understanding that...	Having considered all of the...  Based on the facts, I am led to believe that...  All the evidence leads to...
<b><i>Evaluation</i></b>	<b><i>Comparison</i></b>	<b><i>Argument</i></b>
Possible improvements may include...  This is supported by the fact that...  Alternatively...	Another feature that they have in common is that...  Another difference is that...  However, they may differ in some ways, for example...	Perhaps other people believe that...  I am convinced that...  On the other hand...