

# Crowcombe and Stogumber C of E Primary Schools

## Spoken Language Curriculum Map and Progression

### Spoken Language within our English Curriculum

Spoken language is at the heart of our curriculum from Reception through Year 6, forming the foundation for reading, writing, comprehension and confident communication. In the Early Years and Key Stage 1, our Literacy Tree curriculum embeds oral rehearsal and structured talk into every sequence, allowing pupils to explore ideas, practise vocabulary, and communicate confidently before writing. Role-play, storytelling, drama and discussion ensure children develop sentence fluency, narrative skills and subject-specific vocabulary across all areas of learning.

In Key Stage 2, spoken language continues to underpin learning through the Talk for Writing approach. Structured talk routines, sentence stems and dialogic teaching support reasoning, collaborative discussion, and precise use of vocabulary, ensuring oracy strengthens comprehension, creativity and authorial choices.

Across the whole school, spoken language is not treated as an isolated strand but as the thread linking reading, writing and thinking. It enables pupils to articulate, explore and organise their ideas, ensuring fluency, confidence and progression in communication, writing and presentation skills.

# Spoken Language Overarching Progression of skills:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Foundations of listening & communication	Oral rehearsal for writing & building narrative talk	Developing reasoning and dialogic talk	Expanding vocabulary & speaking for audience	Fluency, listening deeply & formal discussion	Debate, extended explanation & presentation skills	Mastery & transition to secondary
<ul style="list-style-type: none"> <li>• Listening to others in small/large groups</li> <li>• Following simple instructions</li> <li>• Retelling familiar stories with props/actions</li> <li>• Using full sentences in talk (sentence stems)</li> <li>• Daily vocabulary spotlight (tier 1 &amp; early tier 2 words)</li> </ul>	<ul style="list-style-type: none"> <li>• Retell stories/events in sequence (with beginning, middle, end)</li> <li>• Use joining words orally (and, but, because)</li> <li>• Ask and answer 'why' questions</li> <li>• Oral rehearsal of sentences before writing (Talk-before-Write)</li> <li>• Vocabulary teaching linked to core subjects (tier 2 words)</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns in structured discussion (e.g. Think–Pair–Share)</li> <li>• Explain ideas with supporting detail ("I think... because...")</li> <li>• Retell &amp; adapt stories orally (different character/setting)</li> <li>• Use precise vocabulary in wider curriculum explanations</li> <li>• Present simple information to peers (short oral presentation)</li> </ul>	<ul style="list-style-type: none"> <li>• Use varied sentence stems to agree/disagree</li> <li>• Sequence explanations logically in talk</li> <li>• Oral rehearsal of paragraphs before extended writing</li> <li>• Retell myths, fables, and historical accounts with expression</li> <li>• Begin evaluating peer talk ("I liked how you...")</li> </ul>	<ul style="list-style-type: none"> <li>• Take roles in group talk (summariser, questioner, challenger)</li> <li>• Develop fluency in retelling/performing poetry &amp; prose</li> <li>• Explain reasoning in wider curriculum using subject vocabulary</li> <li>• Prepare &amp; deliver short group presentations</li> <li>• Listen actively, summarising what others have said</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in debates (for/against, giving evidence)</li> <li>• Build extended spoken explanations using cohesive devices</li> <li>• Use subject-specific vocabulary accurately in oral contributions</li> <li>• Deliver presentations to wider audiences</li> <li>• Critically evaluate spoken contributions (constructive feedback)</li> </ul>	<ul style="list-style-type: none"> <li>• Lead group discussions, managing contributions</li> <li>• Present a reasoned argument fluently and persuasively</li> <li>• Vary tone, register and vocabulary for audience and purpose</li> <li>• Rehearse speeches &amp; formal presentations with visual aids</li> <li>• Evaluate effectiveness of different speaking styles (debate vs. storytelling)</li> </ul>

## Spoken Language strands progression map:

Year Group	Attention, Listening & Understanding	Vocabulary & Sentence Structures	Narrative & Talk-for-Writing	Presentation & Performance
<b>Reception</b>	Listen in small/large groups; follow instructions	Use full sentences; daily tier 1/early tier 2 words	Retell familiar stories with props/actions	Role-play and story talk corners
<b>Year 1</b>	Ask & answer 'why' questions	Oral joining words (and, but, because); tier 2 vocabulary	Retell stories/events in sequence; oral rehearsal before writing	Share ideas with class using sentence stems
<b>Year 2</b>	Take turns in structured discussion	Explain ideas with detail; subject-linked tier 2 words	Retell/adapt stories orally; link to writing	Short oral presentations to peers
<b>Year 3</b>	Listen & respond to others' ideas	Use sentence stems to agree/disagree; expand vocabulary	Oral rehearsal of paragraphs; retell myths & fables	Topic presentations; peer feedback
<b>Year 4</b>	Active listening; summarise what others say	Subject vocabulary in science/history explanations	Fluent retelling/performing poetry & prose	Group presentations with roles (summariser, questioner)
<b>Year 5</b>	Debate using evidence; challenge ideas respectfully	Extended spoken explanations with cohesive devices	Oral rehearsal of arguments, reports	Deliver presentations to wider audiences (assemblies)
<b>Year 6</b>	Lead group discussions; manage contributions	Vary tone/register for purpose; precise subject vocabulary	Rehearse formal speeches & balanced arguments	Present persuasively with visual aids; evaluate speaking styles