



Spoken Language Progression Framework – West London Schools

This framework sequences the statutory spoken language statements and incorporates non-statutory guidance to ensure progressive development of speaking and listening skills from Nursery to Year 6.

We provide ample opportunities to develop voice within our school through some universal strategies which include:

Providing structured opportunities to talk in different group sizes (pairs, small groups, whole class).

- Teach vocabulary progressively, from concrete everyday language to abstract and subject-specific words.
- Give constructive feedback on spoken language and listening to support reflection and growth
- Model and expect respectful turn-taking, active listening, and empathy in discussion.
- Use talk as a tool for thinking — reasoning, problem-solving, and exploring new ideas.
- Regular class assemblies, performances and other opportunities to develop public speaking.
- Specific teaching of Tier 2, Tier 3 and subject specific language.
- Deliberate teaching of paired talk and opportunities to practice this in lessons.
- Positive interactions using models such as SHREC.
- Daily story telling.

Year Group	Core Skills / Knowledge	Example Activities	Assessment Indicators
Nursery	<ul style="list-style-type: none">• Begin to listen to and follow instructions with two parts.• Learn how to speak in simple sentences, supported by stem sentences.• Ask questions using ‘what’, ‘where’ and ‘why’.	<ul style="list-style-type: none">• Daily Nursery rhymes.• Story telling activities – listening, retelling, role play.• Problem solving challenges that encourage collaboration and sustained shared thinking.• Listening and attention games• Class Assembly	<ul style="list-style-type: none">✓ Uses sentences of 4 to 6 words✓ Initiates conversations✓ Enjoys listening to short stories✓ Understands turn-taking as well as sharing with adults and peers



	<ul style="list-style-type: none"> • Begin to describe events that have already happened. • Have increasingly clear speech. 	<ul style="list-style-type: none"> • Nativity 	
Reception	<ul style="list-style-type: none"> • Listen attentively to adults and peers • Take turns in speaking and listening • Respond appropriately to questions and instructions • Use talk to share ideas, describe experiences, and express feelings • Build vocabulary linked to immediate environment • Speak clearly so others can understand • Engage in imaginative and role play talk 	<ul style="list-style-type: none"> • Story time discussion and retelling • Role play Areas linked to familiar experiences. • Small world talk • “Show and tell” sessions • Group games that practice listening and turn-taking • Class assemblies • Nativity 	<ul style="list-style-type: none"> ✓ Listens and responds in group settings ✓ Uses talk to share thoughts and feelings ✓ Begins to use new words in context ✓ Maintains focus for short periods
Year 1	<ul style="list-style-type: none"> • Listen and respond appropriately in class discussions • Ask simple questions to clarify understanding • Give short, structured verbal responses • Begin to justify ideas (“because...”) • Use talk to explore stories and experiences • Speak audibly and clearly • Participate in simple role play and performances 	<ul style="list-style-type: none"> • Retelling stories in own words e.g. Lonely Beast, Giraffes Can’t Dance • Questioning characters in a story e.g. hot seat activity with Gerald from Giraffes Can’t Dance • Talking partners activities • Performing a rhyme or short poem e.g. descriptive poem about European landmark • Class assemblies 	<ul style="list-style-type: none"> ✓ Listens to others without interrupting ✓ Contributes relevant ideas ✓ Uses full sentences when speaking ✓ Participates confidently in group activities



Year 2	<ul style="list-style-type: none"> • Ask and answer questions to deepen understanding • Give explanations and short descriptions for different purposes • Articulate and justify simple opinions • Stay on topic in longer conversations • Use an expanding vocabulary to describe and explain • Speak with increasing command of Standard English 	<ul style="list-style-type: none"> • Present information to the class • Discuss a story character's actions • Describe an object or event in detail • Class assemblies 	<ul style="list-style-type: none"> ✓ Maintains focus in discussion ✓ Asks relevant questions ✓ Expresses opinions clearly ✓ Begins to adapt speech for purpose/audience
Year 3	<ul style="list-style-type: none"> • Build on others' ideas in group discussions • Ask questions to extend understanding • Give clear, structured explanations or narratives • Use talk to hypothesise or explore ideas • Use a wider vocabulary accurately • Speak with increasing fluency and confidence • Participate in presentations and role play 	<ul style="list-style-type: none"> • Group problem-solving and reporting back • "What might happen if..." discussions • Oral explanations of processes (e.g. how plants grow) • Class assemblies or short presentations 	<ul style="list-style-type: none"> ✓ Listens and responds thoughtfully ✓ Explains ideas using connected sentences ✓ Uses subject vocabulary appropriately ✓ Begins to monitor listener engagement
Year 4	<ul style="list-style-type: none"> • Articulate and justify opinions with reasoning • Give well-structured, detailed explanations • Participate actively in group work, respecting others' views 	<ul style="list-style-type: none"> • Structured debates on class issues • Oral storytelling or retelling historical events • Improvisations and drama activities 	<ul style="list-style-type: none"> ✓ Expresses opinions clearly and logically ✓ Builds constructively on others' points



	<ul style="list-style-type: none"> • Use talk to explore abstract ideas and solutions • Speak clearly and confidently to different audiences • Begin to adapt language choices for formality 	<ul style="list-style-type: none"> • Present to unfamiliar adults at engineering project 	<ul style="list-style-type: none"> ✓ Adjusts talk for audience or task ✓ Uses Standard English consistently
Year 5	<ul style="list-style-type: none"> • Maintain and monitor audience interest • Present and argue points persuasively • Evaluate and build on others' viewpoints • Select and use appropriate registers (formal/informal) • Use spoken language to reason and draw conclusions • Plan and deliver presentations with clear structure • Speak audibly, fluently, and confidently 	<ul style="list-style-type: none"> • Formal debates • Presenting research findings • Storytelling performances • Peer feedback on oral presentations • Exploratory talk in Science / Maths ("I think... because...", "What if...?") • School council speeches • Playground buddies – modeling talk and explanation of rules for younger pupils 	<ul style="list-style-type: none"> ✓ Speaks with confidence and control ✓ Structures arguments logically ✓ Uses formal and informal language appropriately ✓ Reflects on feedback to improve delivery
Year 6	<ul style="list-style-type: none"> • Use talk to hypothesise, reason, and conclude • Gain, maintain, and monitor listener engagement • Present information, arguments, and narratives clearly and persuasively • Consider, evaluate, and respond to different viewpoints • Select precise vocabulary for impact 	<ul style="list-style-type: none"> • Debating national/global issues • Formal speeches and presentations • Group discussions on complex matters • Performances • Reciting and Performing Poems 	<ul style="list-style-type: none"> ✓ Communicates ideas effectively and confidently ✓ Evaluates and adapts based on audience ✓ Uses advanced vocabulary accurately ✓ Demonstrates mature turn-taking and listening



	<ul style="list-style-type: none">• Demonstrate full command of Standard English• Adapt talk for context, audience, and purpose		
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