Spoken Language Progression Framework – Rutherford House School

This framework sequences the statutory spoken language statements and incorporates non-statutory guidance to ensure progressive development of speaking and listening skills from Reception 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).
- Teaching vocabulary progressively, from concrete everyday language to abstract and subject-specific words.
- Giving constructive feedback on spoken language and listening to support reflection and growth.
- Modelling and expecting respectful turn-taking, active listening and empathy in discussion.
- Using 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	Key Learning & Oracy Focus	Example Activities	Success Criteria
Reception	• Listening actively to adults and peers in various group settings. • Sharing ideas, feelings and personal experiences confidently. • Expanding vocabulary connected to immediate environments and topics. • Speaking clearly using clear diction and appropriate cadence. • Engaging in imaginative and role play talk.	• Interactive story discussion, puppet work and oral retelling. • Topic-themed role-play corners and small-world talk. • 'Show and Tell'. • Class assemblies, performances and structured group games.	• Responds to questions during group carpet time. • Articulates feelings and thoughts effectively. • Begins to incorporate newly introduced vocabulary into independent talk. • Maintains focus during short, structured discussions.

Year 1	• Engaging respectfully in class discussions. • Formulating clarifying questions to check understanding. • Justifying opinions using simple conjunctions (e.g. 'because', 'so'). • Projecting voice audibly when speaking.	• Retelling stories in own words. • Hot-seating book characters to explore feelings and motives. • Pair work using designated 'Talk Partners'. • Class assemblies and performances.	• Listens attentively and waits for their turn to speak. • Contributes relevant points during class discussions. • Speaks in complete sentences. • Participates enthusiastically in role-play and drama tasks.
Year 2	• Asking and answering questions to deepen understanding. • Providing clear oral descriptions and explanations for distinct purposes. • Expressing and justifying personal views with confidence. • Remaining on topic in longer conversations. • Using an expanding vocabulary to describe and explain. • Developing command of Standard English during structured talk.	• Oral presentations on class topics or hobbies. • Discussing character motivations and plot developments. • Describing objects, scientific observations or historical events. • Class assemblies and performances.	• Remains engaged and focused throughout extended group talk. • Formulates relevant, open-ended questions. • Expresses viewpoints clearly using varied vocabulary. • Begins to adapt tone and volume to suit the audience.
Year 3	• Building constructively on peers' contributions in group tasks. • Formulating questions to extend understanding. • Using a wider vocabulary accurately. • Speaking with increasing fluency and confidence.	• Collaborative problem-solving challenges and reporting back to class. • Speculative talk ("What would happen if...") in wider curriculum lessons. • Explaining scientific processes (e.g. plant lifecycle, rock formation).	• Listens actively and responds thoughtfully to others. • Explains concepts logically using connected sentences. • Accurately uses technical subject vocabulary. • Begins to show awareness of audience engagement during talks.

	• Expanding subject-specific vocabulary across all subjects.	• Class assemblies and performances.	
Year 4	• Formulating well-reasoned arguments to support opinions. • Delivering detailed, structured explanations. • Participating respectfully in debates, valuing diverse perspectives. • Speaking clearly and confidently to audiences. • Beginning to adapt language choices for formal vs. informal settings.	• Structured class debates. • Historical role-play, re-enactments and oral storytelling. • Drama improvisations and character hot-seating. • Class assemblies and performances.	• Expresses opinions clearly and logically. • Builds upon or politely challenges points made by others. • Adjusts speech register appropriately to match audience or purpose. • Demonstrates consistent use of Standard English.
Year 5	• Plans and delivers presentations with clear structure. • Evaluates and builds on others' viewpoints in discussion. • Using talk to reason and draw conclusions. • Monitoring and maintaining listener interest.	• Formal debates. • Presenting independent research findings to the class. • Exploratory talk in science/maths ("I hypothesise...", "If we change..."). • Pupil leader speeches. • Class assemblies and performances.	• Speaks with poise, control and clarity. • Constructs cohesive, logical arguments. • Switches fluently between formal and informal language registers.
Year 6	• Mastering spoken language to hypothesise, debate and persuade. • Monitoring and maintaining high audience engagement through pitch, pace and pause.	• Formal public speaking, debates and policy discussions. • Delivering keynote-style project presentations.	• Communicates complex ideas effectively and confidently. • Adapts speech to suit varied audiences and purposes.

	• Critically evaluating and counter-arguing differing perspectives. • Selecting precise vocabulary for impact. • Demonstrate full command of Standard English. • Adapting speech for context, audience and purpose.	• Class assemblies and Year 6 production performances.	• Uses advanced vocabulary accurately. • Demonstrates mature, respectful turn-taking and active listening.