

Communication and Language Curriculum Progression Map

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Oracy	Physical	<p>Speak audibly so I can be heard and understood.</p> <p>Use gestures to support meaning in play.</p>	<p>Start to vary the pitch, tone and rhythm of my voice.</p> <p>Start to project my voice so everyone can hear it.</p>	<p>Begin to use gestures and body movements to help convey the points I want to make.</p>	<p>Use several different tones of voice and adapt my voice to the context.</p> <p>Use subtle gestures and body language to indicate a range of different emotions.</p>	<p>Develop my presence as a performer, controlling my voice and movement.</p>	<p>Know how to vary my body language and tone of voice.</p> <p>Adapt my body language and tone of voice to any context.</p>	<p>Use a range of subtle changes in tone, pitch and movement to suit different genres of talk.</p>
	Linguistic	<p>Use talk in play to practice new vocabulary.</p> <p>Join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>	<p>Use a limited vocabulary well.</p> <p>Start to choose my words more precisely, including the use of sentence stems and time conjunctions to organise talk.</p>	<p>Distinguish between formal and informal settings.</p> <p>Identify different types of language such as tripling, metaphor and emphasis (using sentence stems).</p>	<p>Use a range of descriptive words to suit the different situations and use the 5 senses to ground my story.</p> <p>Use full sentences with conjunctions and speak fluently without repetition for several sentences.</p> <p>Speak formally, e.g. without using filler words (such as 'like') and with dictionary words instead of street slang.</p>	<p>Use a range of descriptive words to suit the different situations and use the 5 senses to ground my story.</p> <p>Use full sentences with conjunctions and speak fluently without repetition for several sentences.</p> <p>Speak formally, e.g. without using filler words (such as 'like') and with dictionary words instead of street slang.</p>	<p>Construct language effectively for a range of purposes, e.g. to persuade someone.</p> <p>Use the subject specific language of different disciplines, e.g. talking like a scientist, a historian, a mathematician or tour guide.</p> <p>Express my ideas fluently in a range of settings.</p>	<p>Use the subject specific language of different disciplines, e.g. talking like a scientist, a historian, a mathematician or tour guide.</p> <p>Deploy excellent grammar when talking using full sentences.</p> <p>Select precise language to suit different audiences.</p> <p>Express my ideas fluently in a range of settings.</p>

Communication and Language Curriculum Progression Map

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Oracy	Cognitive	<p>Use 'because' to develop my ideas.</p> <p>Make relevant contributions and ask questions.</p> <p>Describe events that have happened to me in detail.</p>	<p>Begin to identify what makes a good argument.</p> <p>Use evidence to back up my point.</p> <p>Order talk into beginning, middle and end.</p>	<p>Begin to identify what makes a good argument.</p> <p>Use evidence to back up my point.</p> <p>Order talk into beginning, middle and end.</p>	<p>Pursue a line of enquiry.</p> <p>Ask a range of questions including probing questions.</p> <p>Summarise an argument.</p>	<p>Spot flaws in other people's arguments.</p> <p>Choose and organise the content of my speech to convey clear meaning.</p>	<p>Take on different roles in discussion and can see both sides of an argument.</p> <p>Take into account the level of understanding of an audience and adapt my language.</p> <p>Use language with flair and imagination to make my argument come alive.</p>	<p>Use different thinking skills to engage with challenging material.</p> <p>Analyse arguments and select evidence to defend or rebut a position.</p> <p>Take into account the level of understanding of an audience and adapt my language.</p>
	Social and Emotional	<p>Look at someone who is speaking to me.</p> <p>Take turns to speak when working in a group.</p>	<p>Find the confidence to speak in front of an audience.</p> <p>Show proof of listening.</p> <p>Support others in a discussion.</p>	<p>Find the confidence to speak in front of an audience.</p> <p>Understand my character strengths and can build on them.</p> <p>Support others in a discussion.</p>	<p>Take turns in discussion and listen to others and respond to their points.</p> <p>Follow ground rules and make sense of them to others.</p> <p>Listen attentively to what others are saying and play back to them what they have said.</p>	<p>Take turns in discussion and listen to others and respond to their points.</p> <p>Put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation.</p>	<p>Tell a story that engages an audience.</p> <p>Lead/chair a discussion in a range of contexts, making everyone feel involved.</p>	<p>Read an audience and change my language, tone and pitch to connect with it.</p> <p>Lead/chair a discussion in a range of contexts, making everyone feel involved.</p>

Communication and Language Curriculum Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British Sign Language	In preparation for learning BSL as part of the curriculum in KS2, children in EYFS and KS1 learn greetings and everyday signs and practise using these in context regularly.						
	LT: Sign basic greetings: <i>Hello/good bye, good morning, good afternoon, please/thank you, sorry.</i>	LT: Sign basic greetings: <i>yes, no, you're welcome (to follow thank you), playtime, lunchtime, home time.</i>	LT: Sign basic greetings: <i>How are you?, fine thank you, please may I go to the toilet?</i>	LT: Fingerspell the alphabet in order. LT: Sign numbers 1 - 10 in order. LT: Sign key topic words. LT: Combine previously learnt signs with new signs to ask and answer questions and respond using basic BSL structures. Emotions LT: Sign emotions: <i>happy, sad, excited, bored, angry, funny, shy, frightened.</i> Colours LT: Sign colours: <i>black, white, blue, red, yellow, green, orange, pink, brown, grey, purple.</i> Weather LT: Sign weather: <i>sunny, raining, cloudy, windy, snowing, foggy, rainbow, hot, cold.</i>	LT: Fingerspell familiar words, including names of significant people, e.g. own name, class teacher, family names etc. LT: Sign numbers 1 - 20 (including using these in context, e.g. class name) LT: Sign key topic words. LT: Combine previously learnt signs with new signs to ask and answer questions and respond using basic BSL structures. Days of the week LT: Sign days of the week. Months of the year LT: Sign months of the year. Telling the time LT: Sign telling the time: <i>hour, minute, o'clock, half past, quarter past, quarter to, ten past, ten to, twenty past, twenty to, twenty five past, twenty five to.</i>	LT: Fingerspell familiar words, including personal details (e.g. name, Brierfield, class name etc.) LT: Sign numbers 1 - 20 (including using these in context, e.g. class name, phone numbers etc.) LT: Sign key topic words. LT: Combine previously learnt signs with new signs to ask and answer questions and respond using basic BSL structures. Family LT: Sign family members: <i>mother, father, brother, sister, friend, son, daughter, grandmother, grandfather, uncle, aunty, niece, nephew, cousin, friend.</i> Animals LT: Sign animals: <i>cat, dog, rabbit, bird, snake, fish, hamster, pig, sheep, horse, cow, goat, chicken, lion, tiger, zebra, monkey, penguin, elephant, giraffe, bear.</i> Everyday objects LT: Sign everyday objects: <i>window, clothes, computer, flowers, bed, phone, glasses, food, bag, brush, pencil, drink, book, toothbrush, bag, tv, toilet, door, toys, chair, table.</i>	LT: Sign key topic words. LT: Combine previously learnt signs with new signs to ask and answer questions and respond using basic BSL structures. LT: Identify and use simple sentence structure in BSL: Object, Subject, Verb (O, S, V). LT: Know and use signs for question words: <i>who, what, where, when, why, how.</i> LT: Ask questions using BSL, ensuring the question word is at the end of the sentence. LT: Know that in BSL sentence structure is ordered: Time, Place, Object, Subject, Verb, Question.