



2020-2021

Sytchampton Endowed Primary School

Speaking Progression Document



Sytchampton Endowed Primary School
Text Genre – Reading Progression Document

Contents

<u>Whole Genres Overview</u>	2
<u>Whole School Key Texts</u>	4
<u>Spoken Language</u>	6
<u>Key Vocabulary</u>	9

Sytchampton Endowed Primary School

Text Genre – Reading Progression Document

Text Types and Genres							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Traditional and fairy tales Stories with predictable and patterned language	Traditional tales Stories with repetitive patterns or structures Stories by the same author Stories from other cultures Fantasy	Traditional stories Stories set in familiar settings Stories by the same author Traditional tales with a twist Animal Adventure Stories	Adventure and Mystery Myths and Legends Stories with familiar settings Dialogue and plays	Stories with a historical setting Stories which raise issues or dilemmas Stories set in an imaginary world (fantasy) Stories from other cultures Narrative writing from different viewpoints Play scripts	Fables, Myths and Legends Stories from other cultures Significant authors Classic fiction Film narrative and playscripts	Detective/Crime Science Fiction Stories with flashbacks/time shifts Classic Fiction/Novel as a theme
Recount	Recounts of personal experiences	Recounts of personal experiences	Recount of historical events/diary (different viewpoint)	Focus is now on applying Recount to Biographies and Newspapers			
Biography	All about me poster with labels and captions			Autobiography		Biography	Biography (Historical Context)
Newspapers		Wanted poster			Newspapers		Newspapers
Instruction	Simple instructions based on an experience (cooking, treasure hunt).	Recipe – simple instructions in numbered order	Instructions with key features (e.g. Title, List of things you will need, bullet points, numbers, time connectives)	Focus moves to Explanation			
Explanation				Explanation of how something works	Explanation Text	Explanation	
Non-Chronological Reports	Labels, lists and captions	Simple non-chronological report	Non-chronological reports (Include key text features and language structures)		Non-chronological report		Information booklet incorporating a range of text types (Hybrid text)
Persuasion				Persuasive advert or poster	Sales pitch or Article	Radio or TV broadcast	Persuasive Leaflet
Balanced Argument				Discussion – for and against	Discussion/debate	Formal debate and report	

Sytchampton Endowed Primary School

Text Genre – Reading Progression Document

Letters	Letter to Santa	Invitations Informal letters Postcards	Formal letters	Formal – Letters of complaint		Formal Letters informal letters – different viewpoints	
Poetry	Nursery Rhymes Language play	Use the senses Poems for learning by heart Traditional rhymes	Poems with a structure e.g. riddles Poems on a theme Shape poetry/calligrams Pattern and Rhyme	Performance Poetry Language play Poems on a theme Rhyming and rhyming couplets	kennings Cinquain Poetry on a theme	Poems with figurative language Poems with a structure e.g. haiku, limericks Classic Narrative Poetry	Poems Free Verse Poems with imagery

Sytchampton Endowed Primary School

Text Genre – Reading Progression Document

Whole school Key Text							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1				Topic: Tudors Literacy Based Text: The Tempest Other Texts: Terrible Tudors Other stories from William Shakespeare			
Spring 1				Topic: Awesome Earth Literacy Based Text: Fantastic Mr Fox Other Texts: The Firework Maker's Daughter The Abominables			
Summer 1				Topic: Invasion Literacy Based Text: Odd and the Frost Giants Other Texts: How to grow dragons How to train a dragon			
Autumn 2				Topics: Walk like an Egyptian Literacy Based Text: The time travelling cat Other Texts: Story of Tutankhamun Cinderella of the Nile			
Spring 2				Topics: Into the Forest Literacy Based Text: Shamans Apprentice Other Texts: Journey to the river sea The Tin Forest			

Sytchampton Endowed Primary School

Text Genre – Reading Progression Document

Summer 1				Topics: Our World Literacy Based Text: The Iron Man Other Texts: Stig of the Dump The Last Wolf		
----------	--	--	--	--	--	--

Sytchampton Endowed Primary School
Text Genre – Reading Progression Document

Spoken Language							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills	To listen attentively in a range of situations. To give their attention to what others say and respond appropriately, while engaged in another activity.	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
Following Instructions	To follow instructions involving several ideas or actions.	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To follow complex directions/multi-step instructions without the need for repetition.		
Asking and Answering Questions	To answer 'how' and 'why' questions about their experiences and in response to stories or events.	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.
Drama Performance	To express themselves effectively, showing awareness of listeners' needs. To speak confidently in a familiar group, will talk about their ideas.	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in	To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s).

Sythampton Endowed Primary School

Text Genre – Reading Progression Document

		performance. To take part in a simple role play of a known story.	feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.	tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.	performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	To select and use appropriate registers for effective communication.
Vocabulary Building	To use past, present and future forms accurately when talking about events that have happened or are to happen in the future	To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	To start to use subject-specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.	To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To confidently explain the meaning of words and offer alternative synonyms.
Speaking for different purposes	To develop their own narratives and explanations by connecting ideas or events.	To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.

Sytchampton Endowed Primary School
Text Genre – Reading Progression Document

							<p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
Participating in Discussion	<p>To listen and respond to ideas expressed by others in conversation or discussion. This is 40-60m not ELG.</p>	<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum.</p>	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>

Sythampton Endowed Primary School
Text Genre – Reading Progression Document

Key Vocabulary for Genres							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Sentence Stems							
Narrative	<p>Reception ambitious vocabulary used</p> <p>Adjectives e.g. old, little, big, small, quiet</p> <p>Pronouns: I, she, he, they.</p> <p>Determiners the a my your an this that his her their some all</p> <p>Prepositions: up down in into out to onto</p> <p>Time connectives: first, then, next Once upon a time, one day, happily ever after</p>	<p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue.</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p>Pronouns: I, she, he, they.</p> <p>Conjunctions: and, but, then, or, this.</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Adverbs e.g. luckily, unfortunately, fortunately</p> <p>Time connectives: first, then, next Once upon a time, one day, happily ever after</p>	<p>Year 2 ambitious vocabulary used</p> <p>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p>Year 4 ambitious vocabulary used</p> <p>Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>		
Recount	First, Then, Next, Finally	First, Next, After, Finally, The best part was, The worst part was, I liked, I didn't like	Afterwards, After that, When, Suddenly, Just then, Next Much, later, I found it interesting, when I found it boring, when I didn't expect,				
Biography	Is, the, a, my, your, an, this, that, his, her, their, he, she, they, I			<p>During his/her early life...</p> <p>Soon afterwards...</p> <p>Sometimes he... Strangely...</p> <p>One of the most remarkable facts about... His/her greatest achievement was...</p>		<p>In (insert year) at the age of.....he/she... The time came for... In his/her later years... Once he/she had... Nobody is sure why... In spite of...</p>	<p>They are unusually, They are rarely, They are never.. They are very... Generally, Be careful if you, Frequently they... I will attempt to... This article will frame... It can be</p>

Sythampton Endowed Primary School

Text Genre – Reading Progression Document

						His/Her lasting legacy is that...	difficult to... Each paragraph... More than Half Less than half...
Newspaper Report		On Monday... The accident... People felt... Angry Upset First, Next, After, When, Then, So, But, It was...			John Smith (64), a retired community officer said... Within minutes... The school confirmed that... She claimed that.. He continued by informing us that... Police were...		The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasized... Tragic... Crisis situation Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...
Instructions	First, Then, Next, Finally	1, 2, 3, 4, 5 First, Next, Then, After, After that, Finally, Cut, Move, Fold, Stir Colour, Paint	First of all ,To start with, Firstly, Lastly, Finally, Carefully, Gently, Slowly, Softly,				
Explanation	First, Then, Next, After, After that, Finally.			At first, Before, During, After, At an earlier time, At a later time, Finally, When, Because, So, Since, Most, Many, All,	At first, Before, During, After, At an earlier time, At a later time, Finally, When, Because, So, Since, Therefore, This allows, This enables, ... was caused by ...,Most Many, All, A few,	At first, Before, During, After, At an earlier time, At a later time, Finally, When, Because, So, Since, Therefore, This allows, This enables, ... was caused by ..., consequently, ... resulted from ..., Owing to the fact that... This can be explained by... Another reason why... Most, Many, The vast majority, Usually, Occasionally	
Non-Chronological Report	some, the, all, a, they	___ are... ___ is... They are... The different... This is a ___ There are ___ These can be grouped ___	They like to, They can, It can, Like many, I am going to, There are two sorts of, They live in, The ___ have but the ___ have ___		This report will the following Information, Usually, Normally, Even though, Despite the fact, As a rule		They are unusually, They are rarely, They are never.. They are very... Generally, Be careful if you, Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less then half...
Persuasion				Surely, Obviously, Clearly, Don't you think... Firstly, Secondly, Thirdly, My own view is, My last point is, My final point is, Imagine, Consider, Enjoy	I believe that, It seems to me that, It is clear that, Is it any wonder that, Furthermore, As I see it, Tremendous, Implore you to consider, Extremely significant,	It strikes me that, There is no doubt that, I am convinced that, It appears, In my opinion, Surely only a fool would consider, In addition, Furthermore, Moreover, My	It appears that... There can be no doubt that.. It is critical.. Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As

Sytchampton Endowed Primary School
Text Genre – Reading Progression Document

					Inevitably, Finally In conclusion, In summary, The evidence presented... Have you ever thought about...? Do you think that...? Fed up with...?	evidence to support this is, On balance.. Just think how... Now you can... For the rest of your life... Unbelievable Outrageous, Incredible	everyone knows I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal, Unique, Unmissable, You will be... Don't.. Take a moment to... Isn't it time to...? Worried about...
Balanced Argument				I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is.... It is clear that...	This piece of writing will... ...feel convinced... I intend to... On the other hand... In addition... It is surprising that... On balance... Finally I would like to add... My next point concerns... Furthermore, Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...	It strikes me that... My intention is to... To do this I will... As I see it... It appears to me... Naturally... It is precisely because.... Subsequently... Doubtless... Nevertheless... In stark contrast... Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...	
Letter	To, from, I, like	Dear, From, I, like, I, went, I saw, It was, My favourite, They were, There was, Next, Then, First, After, but, so, when	And, then, but, so, when, Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully, Later, Afterwards, After that Eventually I would like to... We felt...	While, if, as, when, I would like to inform you that... It has come to my attention that... Thank you for... I hope that...,		I appreciate... Whilst we were waiting... Your concern... Until this is resolved... Despite speaking to the duty manager... This is a disgrace... Unfortunately... Many other people also... I am delighted to inform you that...	
Poetry	Rhyme, rhythm, repetition	Rhyme, rhythm, verse/chorus, pattern, syllables, language play- repetition, Imaginary, onomatopoeia,	Rhyme, rhythm, verse/chorus, pattern, syllables, language play- repetition, simile, Imaginary, synonym, onomatopoeia,	Rhyme, rhythm, verse/chorus, pattern, syllables, figurative language, language play- repetition, simile, Imaginary, metaphor, personification, synonym, onomatopoeia,	Rhyme, rhythm, verse/chorus, pattern, syllables, figurative language, language play- repetition, simile, Imaginary, metaphor, personification, synonym, rhyming couplets, onomatopoeia, metaphor.	Rhyme, rhythm, verse/chorus, pattern, syllables, figurative language, language play- repetition, simile, Imaginary, metaphor, personification, synonym, rhyming couplets, onomatopoeia, oxymoron, metaphor, free verse, rhymed verse, blank verse,	Rhyme, rhythm, verse/chorus, syllables, pattern, figurative language, language play- repetition, simile, metaphor, Imagery, personification, synonym, rhyming couplets, onomatopoeia, oxymoron, consonance, hyperbole, metaphor, stanza, free verse, rhymed verse, blank verse, prose poetry, assonance,