



Communication Progression Document

This is intended to be a spiral curriculum. Pupils should be taught National Curriculum objectives but should be supported to catch up.

End Points (Threshold Concepts)		Milestones					
		KS 1		Lower KS 2		Upper KS 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and respond appropriately (This concept involves understanding how to engage with what others are saying)		<ul style="list-style-type: none"> • Seek clarification when a message is not clear. • Understand instructions with more than one point. 	<ul style="list-style-type: none"> • Sift information and focus on the important points. • listen and respond appropriately to adults and their peers 	<ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. 	<ul style="list-style-type: none"> • Understand the meaning of some phrases beyond the literal interpretation. • consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Understand irony (when it is obvious). 	<ul style="list-style-type: none"> • Recognise and explain some idioms.
		<ul style="list-style-type: none"> • Suggest words or phrases appropriate to the topic being discussed. 	<ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Identify homophones. • use relevant strategies to build their vocabulary 	<ul style="list-style-type: none"> • Use time, size and other measurements to quantify. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<ul style="list-style-type: none"> • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. 	<ul style="list-style-type: none"> • Explain the meaning of words, offering alternatives. 	<ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra

							interest and clarity. •improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.(KS3)
Speak with Clarity (This concept involves understanding of what an audience needs to understand what is being said and includes using Standard English)		<ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. within words. 	<ul style="list-style-type: none"> •Demonstrate good phonic knowledge by clearly pronouncing the sounds. • Identify syllables within words. • ask relevant questions to extend their understanding and knowledge • speak audibly and fluently with an increasing 	<ul style="list-style-type: none"> • Use verbs with irregular endings. • Use intonation to emphasise grammar and punctuation when reading aloud. 	<ul style="list-style-type: none"> • Use a mixture of sentence lengths to add interest to discussions and explanations. • articulate and justify answers, arguments and opinions •use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas •select and use appropriate registers 	<ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. 	<ul style="list-style-type: none"> • Comment on the grammatical structure of a range of spoken and written accounts. • using Standard English confidently in a range of formal and informal contexts, including classroom discussion (KS3)

			command of Standard English		for effective communication		
Narrate with Structure (This concept involves understanding how to keep an audience engaged through structured speech)		<ul style="list-style-type: none"> • Predict events in a story. 	<ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. • Give just enough detail to keep the audience engaged. • gain, maintain and monitor the interest of the listener(s) 	<ul style="list-style-type: none"> • Bring stories to life with expression and intonation. 	<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<ul style="list-style-type: none"> • Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story being told. 	<ul style="list-style-type: none"> • Interweave action, character descriptions, settings and dialogue. • giving short speeches and presentations, expressing their own ideas and keeping to the point (KS3)
Hold conversations and debates (This concept involves understanding how to engage with others)		<ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. 	<ul style="list-style-type: none"> • Vary language between formal and informal according to the situation. • Add humour to a discussion or debate where appropriate. • maintain attention and participate 	<ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. 	<ul style="list-style-type: none"> • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative. • participate in discussions, presentations, performances, role play/improvisations and debates 	<ul style="list-style-type: none"> • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. 	<ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. • participating in formal debates and structured discussions, summarising and/or building on what has been said (KS3)

			actively in collaborative conversations, staying on topic and initiating and responding to comments				
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A good communicator will have:

- An exceptional talent for listening attentively so as to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in Standard English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to narrate and capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

National Curriculum National Curriculum Expectations

Steps to National Curriculum

Above and beyond the national curriculum

Cultural Capital