



# *Speaking and Listening Progression at St Michael's*

## ENGLISH

### **National Curriculum Expectations**

#### **Purpose of Study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

#### **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



## Speaking and Listening Progression at St Michael's

### Speaking and Listening

#### National Curriculum

*Throughout their primary school years all children should learn to:*

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

#### Development matters: Birth to Four

EYFS Statutory Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



## Speaking and Listening Progression at St Michael's

	<p><b>Early Learning Goals:</b>            ELG: Listening, Attention and Understanding Children at the expected level of development will:            Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.            Make comments about what they have heard and ask questions to clarify their understanding.            Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Children at the expected level of development will:            Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.            Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.            Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Enjoy listening to and using spoken and written language, and readily turn it into play and learning.</li> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Use language to imagine and recreate roles and experiences.</li> <li>Speak clearly and audibly with confidence and control, and show awareness of the listener.</li> <li>Extend their vocabulary, exploring the</li> </ul>	<ul style="list-style-type: none"> <li>To be able to speak about matters of immediate interest.</li> <li>To convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.</li> <li>To ask relevant questions.</li> <li>Retell stories, ordering events, using story language.</li> <li>Interpret a text by reading aloud with variety, pace and emphasis.</li> <li>Experiment with, and build new stores of words to</li> </ul>	<ul style="list-style-type: none"> <li>Speak with clarity and use appropriate intonation when reading and reciting.</li> <li>To begin to be aware that in some situations a more formal vocabulary and tone of voice are used.</li> <li>To begin to use Standard English and understand when it is used.</li> <li>To begin to show confidence in speaking and listening, particularly where the topics interest.</li> </ul>	<ul style="list-style-type: none"> <li>To show understanding of the main point through asking relevant comments and questions.</li> <li>To begin to adapt what they say to the needs of the listener.</li> <li>To develop their use of Standard English and understand when it is used.</li> <li>Sustain conversation, explain or give reasons for their views or choices.</li> <li>Develop and use specific vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Respond appropriately on the contribution of others in light of alternative viewpoints.</li> <li>Tell stories effectively and convey detailed information coherently for listeners.</li> <li>To maintain the use of Standard English and understand when it is used.</li> <li>Use and reflect on some ground rules for sustaining talk and dialogue</li> <li>Offer reasons and evidence for their views, considering</li> </ul>	<ul style="list-style-type: none"> <li>Tell a story using notes designed to develop techniques, such as repetition and humour.</li> <li>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</li> <li>Use and explore different questions types</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of oral techniques to present persuasive arguments and engaging narratives.</li> <li>Use the techniques of dialogic talk to explore ideas, topics or issues.</li> <li>Use Standard English consistently in formal situations and promote, justify or defend a point of view using supporting evidence.</li> </ul>



## Speaking and Listening Progression at St Michael's

	meaning and sounds of new words.	communicate with in different contexts.	<ul style="list-style-type: none"> <li>To speak clearly when developing and explaining their ideas and use a growing vocabulary.</li> <li>Tell real and imagined stories, using the conventions of familiar story language.</li> </ul>	<ul style="list-style-type: none"> <li>Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.</li> </ul>	alternative options	<ul style="list-style-type: none"> <li>Participate in whole class debate, including Standard English</li> </ul>	<ul style="list-style-type: none"> <li>Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas.</li> </ul>
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own poems, stories and rhymes.</li> <li>Sustain attentive listening, responding to what they have heard by relevant comments, questions and actions.</li> <li>Extend vocabulary, exploring the meanings and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>To maintain attention and participate.</li> <li>To listen to others and usually respond appropriately.</li> <li>Listen with sustained concentration, building new words in context.</li> <li>Listen and follow instructions accurately.</li> </ul>	<ul style="list-style-type: none"> <li>To listen carefully to others in class and respond with increasing appropriateness to what others say.</li> <li>Follow instructions and ask relevant questions.</li> <li>Listen to input from an adult, remember some specific points and identify what they have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>To speak and listen confidently in different context, exploring and communicating ideas.</li> <li>Follow up others' points and show whether they agree or disagree in whole class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a speaker, make notes on the talk and use notes to develop role play.</li> <li>Compare the different contributions of music, words and images in short extract from TV programmes</li> </ul>	<ul style="list-style-type: none"> <li>Investigate different question types and evaluate impact on audience.</li> <li>Identify some aspects of talk, which vary between formal and informal occasions.</li> <li>Analyse the use of persuasive language.</li> <li>Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and evaluate how speakers present points effectively through use of language and gesture.</li> <li>Listen for language in formal and informal contexts.</li> <li>Identify the ways spoken language varies according to differences in context and purpose of its use.</li> <li>Identify the main methods used by presenters to explain, persuade, amuse or argue a case.</li> </ul>

Promoting SMSC and British Values in English








## ***Speaking and Listening Progression at St Michael's***

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> <li>• Awe and Wonder – continuing to plan exciting opportunities to give children the chance to discuss, celebrate and share work with others.</li> <li>• Self and Peer-Assessment. Pupil Choice – freedom to choose how they want to present published work, planning and drafting in ways they chose and that they feel works best for them.</li> <li>• Cross Curricular writing – Science/Geography/etc led topics.</li> <li>• Stimulating learning environments.</li> <li>• Current Affairs – many classes watch Newsround in the afternoon and then use this to spark debates.</li> <li>• Wide range of characters and scenarios in books encourage children to reflect on different beliefs, viewpoints and experiences.</li> <li>• LOs across the year groups encouraging children to think about how characters feel – allows children to reflect on their own experiences.</li> <li>• Discussion of class book.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of drama/role play when discussing different scenarios – this can be used across the curriculum.</li> <li>• stories to discuss and debate moral issues. Value of the Week assemblies.</li> <li>• Discussions about cause and effect in fictional scenarios.</li> <li>• Discussions about what characters could do and what they should do, allowing children to draw on real-life experiences.</li> <li>• Discussion LOs in each year group, encouraging children to investigate and explore their view on moral and ethical issues in the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Inviting other year groups to Topic Outcomes. Debating and writing about different social, religious and economic backgrounds using non-fiction texts.</li> <li>• Discussion about conflicts arising in fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Spelling Lessons: exploring and investigating origins of words, grammar.</li> <li>• Texts are chosen are carefully selected so as not to reinforce stereotypes and to actively challenge preconceptions.</li> </ul>



## **Speaking and Listening Progression at St Michael's**

Democracy 	The Rule of Law 	Individual Liberty 	Respect 	Tolerance of those with different faiths 
<ul style="list-style-type: none"> <li>○ Teaching about rules, laws, models of decision making, power and democracy – links to the School Values.</li> <li>○ Group work with mixed groupings, encouraging children to work actively and fairly, supporting their peers. Debates, class votes.</li> <li>○ Taking turns during discussion and debate lessons.</li> <li>○ Ensuring everyone's view is heard in discussion lessons.</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistently referring to School Rules when teaching.</li> <li>○ Selecting stories and texts to share with the children that promote these values – assemblies, story time.</li> <li>○ Discussing and debating whether a character has done the right thing in a book.</li> </ul>	<ul style="list-style-type: none"> <li>○ Freedom to make their own choices with their learning – choosing how to draft and publish their writing to help them take ownership.</li> <li>○ Empowering children to take chances and risks with their learning.</li> <li>○ Children to work with the teacher when choosing writing targets.</li> <li>○ Choice over book to read.</li> </ul>	<ul style="list-style-type: none"> <li>○ Support for each other in lessons when working – whether independently, group or partner work.</li> <li>○ Listen to others as we would like to be listening to and value all opinions.</li> <li>○ Respect for each other in discussions.</li> <li>○ Respect for the views of others in the class.</li> <li>○ Discussing characters' opinions and actions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Stories and settings chosen to support lessons which challenge stereotypes and preconceptions</li> <li>○ Discussion of any issues of intolerance in fiction books.</li> </ul>