

Speaking and Listening Overview

Speaking and listening intent:

A child's voice is their most important means of communication, so talk is fundamental to learning at Thameside. We want children to be confident, articulate speakers, who are able to contribute to discussions; share their thinking and knowledge; pose and respond to questions; perform to an audience and are adept at communicating to manage social interactions. Our classrooms are rich in speaking and listening. Teachers use talk skilfully to model and scaffold peer conversations and develop vocabulary across all subjects. Children are explicitly taught the skills and knowledge of listening and oracy. Throughout the school the skills of speaking and listening are applied through a variety of different opportunities.

Map

	Autumn		Spring		Summer	
	LtL: Noticing		LtL: Managing Distractions		LtL: Imagining	
	Weekly P4C sessions Talk partners used in every lesson					
Nursery and Reception	Learning to Learn focus week	Profile sharing – parents & pupil Poetry performance	Learning to Learn focus week	Profile sharing – parents & pupil	Learning to Learn focus week	Profile sharing – parents & pupil Storytelling to parents
Year 1 and Year 2		Poetry performance		Assembly to school – sharing learning		Success sharing with parents
Year 3		Assembly sharing posters to convince children to conserve water Giving each other verbal instructions Poetry performance		Assembly to school – sharing learning		Assembly to school – sharing learning Judging Y4/5 debate

Year 4/5	Interview with Miss Grice	Sharing photos with parents at exhibition Success sharing with parents	Children reading to community (Nicholson House)	Success sharing with parents	Class debate – invite Year 3 to judge	KS2 museum shared with parents
	Poetry performance	Assembly to school – sharing learning (Spanish Christmas)	Trip to secondary to see performance	Assembly to school – sharing learning		Success sharing with parents Y4, 5 & 6 performance
Year 5/6	LtL- School advert video: What makes Thameside great?	Community performance of poem (Nicholson House)	Assembly to school – sharing learning	Success sharing with parents	Class debate/ Y6- speech competition VAT Mini-speaks	KS2 museum shared with parents
	Y6- VAT Pupil parliament	Sharing photos with parents at exhibition	Trip to secondary to see performance		Assembly to school – sharing learning	Success sharing with parents Y4, 5 & 6 performance
	Poetry performance	Eng Success sharing with parents				Y6-VAT Sports awards Y6-Leavers assembly

National Curriculum Coverage:

Nursery and Reception	
<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> - 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>Speaking:</p> <ul style="list-style-type: none"> - 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. 	
Spoken language Years 1 - 6	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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

Skills and Knowledge Progression:

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening & attention: <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity) 	Listening & attention: <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • They give their attention to what others say and respond appropriately, while engaged in another activity. Understanding: <ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • I speak clearly and confidently in front of people in my class. • I can retell a well-known story and remember the main characters. • I can hold attention when playing and learning with others. • I can keep to the main topic when we are talking in a group. • I can ask questions in order to get more information. • I can start a conversation with an adult I know well or with my friends. 	<ul style="list-style-type: none"> • I can ask questions to get more information and clarify meaning. • I can talk in complete sentences. • I can decide when I need to use specific vocabulary. • I can take turns when talking in pairs or in small groups. • I am aware that formal and informal situations require different language (beginning). • I can retell a story using narrative language and linking words and phrases. • I can hold the attention of 	<ul style="list-style-type: none"> • I can sequence and communicate ideas in an organised and logical way, always using complete sentences. • I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • I take a full part in paired and group discussions. • I show that I know when standard English is required and use it (beginning). • I can retell a story using narrative language and add relevant details. 	<ul style="list-style-type: none"> • I ask questions to clarify or develop my understanding. • I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. • I show that I understand the main point and the details in a discussion. • I adapt what I am saying to the needs of the listener or audience (increasingly) • I show that I know that language choices vary in different contexts. • I can present to an audience using 	<ul style="list-style-type: none"> • I can engage the listener by varying my expression and vocabulary. • I adapt my spoken language depending on the audience, the purpose or the context. • I can develop my ideas and opinions, providing relevant details. • I can express my point of view. • I show that I understand the main points, including implied meanings in a discussion. • I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. 	<ul style="list-style-type: none"> • I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. • I ask questions to develop ideas and take account of others' views. • I explain ideas and opinions giving reasons and evidence. • I take an active part in discussions and can take on different roles. • I listen to and consider the opinions of other in discussions. • I make contributions to discussions, evaluating others' views.

<p>Understanding:</p> <ul style="list-style-type: none"> • Understands use of objects • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions <p>Speaking:</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 	<ul style="list-style-type: none"> • They answer 'how' and 'why' questions about their experiences and in response to stories or events. • focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' <p>Speaking:</p> <ul style="list-style-type: none"> • Children express themselves effectively, showing awareness of listeners' needs. • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • They develop their own narratives and explanations by 	<ul style="list-style-type: none"> • I listen carefully to the things other people have to say in a group. • I join in with conversations in a group • I join in with role play. • I know I need to take turns when talking to someone else. • I know I need to give my attention to listen to someone. • I know the meaning of a range of vocabulary (see year group tier 2 words) 	<p>people I am speaking to by adapting the way I talk.</p> <ul style="list-style-type: none"> • I understand how to speak for different purposes and audiences (beginning) • I can perform a simple poem from memory. • I know that I speak differently to my friends and my teacher. • I know the meaning of a range of vocabulary (see year group tier 2 words) 	<ul style="list-style-type: none"> • I can show that I have listened carefully because I make relevant comments. • I can present ideas or information to an audience. • I recognise that meaning can be expressed in different ways, depending on the context. • I can perform poems from memory adapting expression and tone as appropriate. • I know what (the concept of) standard English is. • I know the meaning of a range of vocabulary (see year group tier 2 words) 	<p>appropriate intonation and volume so that meaning is clear.</p> <ul style="list-style-type: none"> • I can justify an answer by giving evidence. • I use Standard English when it is required. • I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. • I know that different language is used in different contexts. • I know the meaning of a range of vocabulary (see year group tier 2 words) 	<ul style="list-style-type: none"> • I use Standard English in formal situations. • I am beginning to use hypothetical language to consider more than one possible outcome or solutions. • I can perform my own compositions, using appropriate intonation and volume so that meaning is clear. • I can perform poems and plays from memory making careful choices about how I convey ideas. I adapt my expression and tone. • I begin to select the appropriate register according to the context. • I know what a discussion is and how it works. • I know ways I can change my voice (volume, intonation and expression). • I know the meaning of a range of vocabulary (see 	<p>ideas and respond to them.</p> <ul style="list-style-type: none"> • I can sustain and argue a point of view in a debate, using the formal language of persuasion. • I can express possibilities using hypothetical and speculative language. • I engage listeners through choosing appropriate vocabulary and register that is matched to the context. • I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. • I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, context and atmosphere. • I know the formal language of persuasion.
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<ul style="list-style-type: none">• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.• Uses a range of tenses (e.g. play, playing, will play, played).• Uses intonation, rhythm and phrasing to make the meaning clear to others.• Uses vocabulary	connecting ideas or events.					year group tier 2 words)	<ul style="list-style-type: none">• I know the meaning of a range of vocabulary (see year group tier 2 words)
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