



## Speaking and Listening Curriculum Intent Progression of Skills and Knowledge for Speaking and Listening

### Curriculum Vision for Speaking and Listening

Literacy is the heart of all learning. We aim to engender a lifelong love of reading through equipping pupils with reading strategies to be fluent, independent, and able to access meaning. We aim for pupils to be able to speak and listen to communicate effectively. We provide enriching texts which enable them to become authors, skilled in writing for a range of purposes and with impact.

### Spirituality Statement for Speaking and Listening

#### Ps 45 verse 1

*'Beautiful words fill my mind. I am speaking of royal things. My tongue is like the pen of a skilled writer.'*

#### Cultural Capital

The year two children visit Kidzania in Westfield, London.  
Word aware programme in place across the school.  
Pupil leadership roles

#### Cross Curricular Links

Speaking and listening is taught throughout the day in every curriculum subject.

**Composite objective in Communication and Language in the Early Years Foundation Stage (Reception)**

**Communication and Language**

**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.

**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.

**The composite objectives are taken from the English Programme of Study for 2013.**

**They are:**

**Spoken Language:**

Pupils should be taught 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.

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Listening and responding</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Engage in storytimes</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• maintains eye contact</li> <li>• listens with periods of sustained concentration</li> <li>• demonstrates active listening by the detail provided when responding to and answering questions</li> <li>• takes some account of other speakers' comments, e.g. in paired work</li> <li>• listens to and follows 2 to 3 part instructions in familiar contexts</li> <li>• uses single clause sentences and multi-clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because) to help explain or justify an event</li> <li>• some developmental grammatical features remain in everyday talk, e.g. past tense formation, plurals ('wented', 'mouses')</li> <li>• usually keeps to a topic and can be easily prompted to move on if required</li> <li>• demonstrates some interaction with speaker by adding to shared ideas</li> <li>• describes a problem in their own words</li> <li>• uses talk rather than actions to resolve a problem</li> </ul>	<ul style="list-style-type: none"> <li>• listens with periods of sustained concentration when more than one person is speaking</li> <li>• recalls and conveys simple information clearly</li> <li>• makes comments when the detail provided is unclear</li> <li>• listens attentively in discussion by following up points</li> <li>• listens to and follows 2 to 3 part instructions</li> <li>• keeps to a topic</li> <li>• considers and offers alternative viewpoints</li> <li>• some development of speaker's main ideas through e.g. repetition, paraphrasing and questioning</li> <li>• explains their preferences/choices</li> <li>• generally sequences talk to help the listener</li> <li>• extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after</li> </ul>

<p><b>Oral rehearsing and presenting</b></p>	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• occasional changes to language according to speaking partner(s),</li> <li>• e.g. family and friends, teachers, others</li> <li>• joins in with repetitive refrains</li> <li>• recites poetry by heart</li> <li>• orally rehearses in preparation for writing</li> <li>• re-tells familiar stories using story language</li> <li>• recounts personal experiences with some detail</li> <li>• role-plays to explore characters and the language they use</li> <li>• reading aloud is audible for the listener</li> <li>• speaks clearly with occasional errors when reporting own and others' views to the class</li> </ul>	<ul style="list-style-type: none"> <li>• uses verb tenses/forms increasingly accurately for spoken standard English</li> <li>• retells a range of stories using some of their own words</li> <li>• recites poetry by heart with appropriate intonation to make the meaning clear</li> <li>• orally rehearses planning and writing</li> <li>• experiments with a variety of levels of formality when talking with different people</li> <li>• speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud</li> <li>• speaks clearly and audibly to a group</li> <li>• sometimes uses voice, gesture or movement, in role play and improvisation</li> <li>• appropriately responds to others in role helping to sustain the scenario</li> <li>• talks about what they have found out and how they have found it out</li> </ul>
<p><b>Talking with others</b></p>	<ul style="list-style-type: none"> <li>• Develop social phrases</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• takes turns in group conversations</li> <li>• understands agreed group discussion guidelines</li> <li>• sometimes expresses a view/opinion</li> </ul>	<ul style="list-style-type: none"> <li>• takes turns and occasionally asks questions as well as offering ideas</li> <li>• under guidance, follows agreed group discussion guidelines</li> <li>• occasionally begins a group discussion</li> </ul>

<b>Questioning</b>	<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• asks questions to find out specific information including 'How' and 'Why'</li> <li>• answers simple 'How' or 'Why' questions</li> <li>• answers justified using the word 'because'</li> <li>• when prompted, draws on observations, ideas and simple secondary sources to suggest answers to questions</li> <li>• raises and answers questions linked to topics of interest/study or to personal experience</li> <li>• when prompted, poses 'What if?'</li> <li>• questions during practical problem solving opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• asks questions for clarification and understanding (linked to age related context)</li> <li>• questions asked relate to the learning</li> <li>• asks and answers questions to aid problem solving</li> <li>• answers justified using evidence from the context</li> <li>• poses 'What if?' questions during practical problem solving opportunities</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> </ul>	<ul style="list-style-type: none"> <li>• increases vocabulary using words provided by adults, discussions and environmental stimuli</li> <li>• discusses word meanings</li> <li>• develops synonyms for existing vocabulary</li> <li>• uses sequencing language to order events</li> <li>• with support uses comparative language to describe changes, patterns and relationships</li> <li>• uses some technical terminology across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• uses comparative language to describe changes, patterns and relationships</li> <li>• increases vocabulary using words provided by adults, discussions and environmental stimuli</li> <li>• discusses and clarifies word meanings, including favourite words and phrases</li> <li>• begins to select appropriate synonyms</li> <li>• uses some technical terminology accurately and precisely across the curriculum</li> </ul>

## Speaking and Listening Curriculum Implementation

What resources do we use to support the implementation of the writing curriculum and why? (Must refer to research evidence and context of our school)

We use the Herts for Learning spoken language progression year 1 to 6, which was designed by specialists in the subject because it clearly breaks down the different elements of effective speaking and listening. This meets the needs of our pupils because it allows us to make embed the progression of speaking and listening skills throughout our curriculum and we have adapted the vocabulary element to address school wide gaps in this area.

How do we implement the Speaking and listening curriculum?

- We use a mastery approach because it allows us to spend longer on one idea to ensure their knowledge is secure.
- Through ongoing CPD through Herts For Learning so that staff have expert knowledge in writing teaching
- Through clearly presented key concepts
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions that aid understanding
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort's needs are met.
- We use Robin Launder's, 'Making learning stick' strategies to help pupils embed key concepts in their long-term memory so that they can apply them fluently. We have a 10 minute fluency session at the start of every lesson to enable pupils to remember prior learning through interweaving and retrieval practise.
- New knowledge and skills are built on what has already been taught
- The writing curriculum is taught remotely for pupils who are not able to attend school.
- Effective questioning techniques aid learners' progress
- We adapt teaching at the point of learning to ensure the needs of learners are met and that they can continue to progress in sequence.
- Dual coding – presenting concepts both verbally and visually to enhance retrieval from memory.

How do we assess the writing curriculum?

- Assessment in writing takes place at the point of learning as part of formative assessment. Pupils are given direct feedback to aid immediate progress and address misconceptions.
- Assessment at the point of learning assists teachers to plan the next steps for the next day.
- Teachers identify a pupils' attainment by identifying their place within the progression of skills and where this fits in relation to the steppingstones between the expectations for a particular term and the milestones at the end of the term.