

St. John's CE (Aided) Primary School
Speaking & Listening Whole School Overview / Essential Opportunities



Aims / Essential Characteristics

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

	EYFS		Key Stage 1		Key Stage 2
	Nursery	Reception	Year 1	Year 2	Year 3-6
Speaking & Listening	<p><u>Listening & Understanding</u></p> <ul style="list-style-type: none"> To enjoy listening to longer stories and remember much of what happens To begin to pay attention to more than one thing at a time To understand a question or instruction that has two parts To understand why questions To be able to express a point of view and debate when they disagree with an adult or friend <p><u>Speaking</u></p> <ul style="list-style-type: none"> To use a wider range of vocabulary To sing a repertoire of songs To know many rhymes To be able to talk about familiar books To tell a long story I am developing my communication By 3½ use the speech sounds p,b,t,d,k,g,m,n,ng,f,s,w,y,h To develop pronunciation By 4 use the speech sounds, v, z, ch, l and some blends To use longer sentences of 4-6 words To initiate a conversation with an adult or friend and continue for many turns I can use talk to organise myself and play 	<p><u>Listening & Understanding</u></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 understanding Hold conversation when engaged in back and forth exchanges with their teacher or peers. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Participate in group, class and one to one discussion, offering 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 feeling about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher 	<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 		<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