

### Speaking and Listening

Speaking and listening is a key aspect of literacy teaching at Glenfall. We want our children to be confident speakers and to communicate effectively with spoken language. We also want pupils to be able to listen and respond to others and consider other viewpoints. We plan a range of speaking and listening opportunities in each year where children have the opportunity to discuss, debate, present, perform and role play. In addition to class performances, each class also presents a performance to the whole school and parents at Harvest, Easter and Christmas time.

At Glenfall, we:

- Use The Nuffield Early Language Intervention (EYFS) which is taught in one-to-one sessions to help children overcome language difficulties.
- Use interventions for speaking and listening - Bearcards and Language for Thinking.
- Give children opportunities to work in groups of different sizes: pairs, small groups, large groups and whole class.
- Use talk partners in each lesson where children learn to listen and respond appropriately to their peers and share their ideas with one another.
- Encourage children to use good word choices to continue to expand their vocabulary.
- Expose children to new words through modelled and shared writing.
- Unpick vocabulary during whole class reading (VIPERS).
- Model the use of standard English.
- Ensure our classrooms are language rich.

Year group	Key skills	Spoken Language opportunities
EYFS	<ul style="list-style-type: none"> <li>• I can start to link simple sentences (using sentences of 4-6 words), using words such as because, or, and</li> <li>• I can explain in simple sentences, including ordering, stating what happened and what might happen</li> <li>• I can use tense, intonation and rhythm to enhance meaning</li> <li>• I can answer simple 'why' questions</li> <li>• I can use vocabulary to express imaginary events in play</li> <li>• I can engage in imaginary role play sometimes building stories around toys and objects</li> <li>• I can explore new vocabulary, sounds and intonation and use new vocabulary in different contexts</li> <li>• I can ask relevant questions and make relevant comments</li> </ul>	<ul style="list-style-type: none"> <li>Retell a well-known story</li> <li>Sing echo songs</li> <li>Use voice to create loud and soft sounds</li> <li>Role play</li> <li>Perform puppet shows</li> </ul>

	<ul style="list-style-type: none"> <li>• I can listen to and talk about stories, building familiarity and understanding</li> <li>• I can retell a story (some as exact repetition) and some in own words</li> <li>• I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults</li> <li>• I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')</li> </ul> <p>I can express myself effectively, showing awareness of listeners' needs, using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support</p> <ul style="list-style-type: none"> <li>• I can participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary</li> <li>• I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• I can invent, adapt and recount narratives and stories</li> <li>• I can perform songs, rhymes, poems and stories with others</li> </ul>	
<b>Year 1</b>	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Speak clearly and confidently in front of others</li> <li>• Retell a well-known story, remembering the main characters</li> <li>• Prepare to use 'new' words when communicating</li> <li>• Hold attention well when collaborating with others</li> <li>• Does not stray away from main topic when engaged in collaborative talk</li> <li>• Prepare to ask relevant questions to extend understanding and knowledge</li> <li>• Initiate conversation in collaborative situation</li> <li>• Listen carefully to what others are saying in group talk</li> <li>• Happy to join in with role play</li> </ul>	<p>Role play (Guy Fawkes)</p> <p>Performance Poetry - In Flander's Field</p> <p>Presentation - short talk about how we keep healthy (PSHE link)</p>
<b>Year 2</b>	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Ask questions to gain information and to clarify meaning</li> <li>• Express themselves using complete sentences when required</li> </ul>	<p>Role play</p> <p>Recite poetry</p> <p>Short drama performances</p> <p>Interview each other for a newspaper report</p>

	<ul style="list-style-type: none"> <li>• Make more specific vocabulary choices, for example – technical language</li> <li>• Take turns when talking in pairs or in small groups</li> <li>• Offer appropriate comments in paired or small group discussion</li> <li>• Begin to be aware that formal and informal situations require a different role and language</li> <li>• Retell a familiar story using narrative language and linking words and phrases</li> <li>• Hold the attention of listeners by adapting the way they talk</li> <li>• Begin to understand how to speak for different purposes and audiences</li> <li>• Perform a simple poem from memory</li> </ul>	
<b>Year 3</b>	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Talk and listen confidently in different situations.</li> <li>• Show they have listened carefully by asking relevant questions.</li> <li>• Develop and explain their ideas giving reasons.</li> <li>• Sequence and communicate ideas in an organised and logical way in complete sentences as required.</li> <li>• Vary the amount of detail dependent on the purpose and audience.</li> <li>• Participate fully in paired and group discussions.</li> <li>• Show understanding of the main points in a discussion.</li> <li>• Vary the use and choice of vocabulary dependent on the audience and purpose.</li> <li>• Start to show awareness of how and when standard English is used.</li> <li>• Retell a story using narrative language and added relevant detail.</li> <li>• Perform poems from memory adapting expression and tone as appropriate.</li> <li>• Show they have listened carefully through making relevant comments.</li> <li>• Formally present ideas or information to an audience.</li> <li>• Recognise that meaning can be expressed in different ways dependent on the context.</li> <li>• Begin to adapt use of language to meet the needs of the audience/listener</li> </ul>	<p>Climate change presentation</p> <p>Hot seating</p> <p>Performance narrative poetry</p> <p>Recite and perform a haiku poem</p> <p>Present homework projects</p> <p>Greek/Roman play</p> <p>Debate – Is Bear a danger to April? (The Last Bear book)</p>
<b>Year 4</b>	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Talk and listen confidently in a wide range of contexts.</li> <li>• Ask questions to clarify or develop understanding.</li> <li>• Give an answer and justify it with evidence.</li> </ul>	<p>Greek/Roman play</p> <p>Present homework projects</p> <p>Present circus adverts to the class</p> <p>Recite poetry</p>

	<ul style="list-style-type: none"> <li>• Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required.</li> <li>• Show understanding of the main points and significant details in a discussion.</li> <li>• Show they have listened carefully through making relevant comments.</li> <li>• Increasingly able to adapt what they say to meet the needs of the audience/listener.</li> <li>• Vary the use and choice of vocabulary dependent on the audience and purpose.</li> <li>• Vary the amount of detail dependent on the purpose and audience.</li> <li>• Show understanding of how and why language choices vary in different contexts. • Use some features of Standard English.</li> <li>• Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. • Understand when the context requires the use of Standard English.</li> </ul>	
<b>Year 5</b>	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Talk and listen confidently in a wide range of contexts, including some that are formal. • Engage the interest of the listener by varying their expression and vocabulary.</li> <li>• Adapt spoken language to the audience, purpose and context.</li> <li>• Explain the effect of using different language for different purposes</li> <li>• Develop ideas and opinions with relevant detail.</li> <li>• Express ideas and opinions, justifying a point of view.</li> <li>• Show understanding of the main points, significant details and implied meanings in a discussion.</li> <li>• Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.</li> <li>• Begin to use Standard English in formal situations.</li> <li>• Begin to use hypothetical language to consider more than one possible outcome or solution.</li> <li>• Perform their own compositions, using appropriate intonation and volume so that meaning is clear.</li> <li>• Perform poems or plays from memory, making careful choices about how they convey ideas about</li> </ul>	<p>Performance Poetry - war poems and Charles Causley  Viking play  Philosophy debate (PSHE link)</p>

	characters and situations by adapting expression and tone. • Understand and begin to select the appropriate register according to the context.	
<b>Year 6</b>	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence</li> <li>• Ask questions to develop ideas and make contributions that take account of others' views.</li> <li>• Use evidence to support ideas and opinions.</li> <li>• Explain ideas and opinions, elaborating to make meaning explicit.</li> <li>• Take an active part in discussions, taking different roles.</li> <li>• Use hypothetical and speculative language to express possibilities.</li> <li>• Use standard English fluently in formal situations.</li> <li>• Debate an issue, maintaining a focused point of view.</li> <li>• Use formal language of persuasion to structure a logical argument.</li> <li>• Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.</li> <li>• Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere</li> <li>• Talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression.</li> <li>• Pay close attention to and consider the views and opinions of others in discussions. • Make contributions to discussions, evaluating others' ideas and responding to them.</li> <li>• Understand and select the appropriate register according to the context.</li> </ul>	<p>Class debate - Why should people recycle?</p> <p>Hot seating activities to show empathy for characters in a book</p> <p>End of year drama production</p>