

## Speaking and Listening

### Intent

Speaking and listening comprises part of the wider English curriculum. We aim to develop pupils' spoken language by providing opportunities across the curriculum but explicitly teach skills in reading and writing lessons. We teach our pupils to speak clearly, develop and convey their ideas fluently and confidently and to ask questions in order to clarify their understanding and develop their ideas. We teach vocabulary in all subjects in order to ensure pupils have the language skills they need to explain their thinking.

### Implementation

Progression of skills	
EYFS	<ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important, takes turns to speak and listen to others, showing awareness of listeners' needs.</li> <li>-Learns new vocabulary, exploring the meaning and sounds of new words.</li> <li>-Asks questions to find out more and to check if they understand what has been said to them.</li> <li>-Articulates their ideas and thoughts in well-formed sentences.</li> <li>-Connects one idea or action to another using a range of connectives, expresses a full idea in a complete sentence.</li> <li>-Describes events in some details, using talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>-Uses talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>-Answers 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>-Uses language to imagine and recreate roles and experiences in play situations, introducing storylines and narratives.</li> <li>-Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>-Uses emotive language in their continuous provision.</li> </ul> <p><b>ELG</b> -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>-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</li> </ul>

National Curriculum Descriptor	Progression of skills					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
listen and respond appropriately to adults and their peers	Takes turns during discussion, using eye contact.	Takes turns during discussion, attentively listening to others.	Participates respectfully in discussions and allows others to express their thoughts.		Participates respectfully in discussions and allows others to express their thoughts before responding.	
ask relevant questions to extend their understanding and knowledge	Ask relevant questions.	Ask insightful questions that embed their understanding.	Asks insightful questions that demonstrate a keenness to learn more.		Asks insightful questions that demonstrate a keenness to learn more about the topic being discussed.	
use relevant strategies to build their vocabulary	Uses their experiences to build their vocabulary.	Include gained vocabulary in their discussions and explanations.	Continuing to embed a range of vocabulary in varying contexts.		Continuing to embed a sophisticated range of vocabulary in a wide range of contexts.	
articulate and justify answers, arguments and opinions	Give an opinion.	Clearly explains opinions using evidence to support.	Articulates and justifies answers and viewpoints clearly.		Articulates and justifies answers and viewpoints clearly and concisely, increasingly using examples to elaborate points.	
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Be able to express feelings	-Gives detailed descriptions and articulates feelings effectively.	Describes, explains and recalls events clearly using varied descriptions of how they are/ were feeling.		Describes, explains and recalls events clearly using varied descriptions of how they are/ were feeling using an expanding repertoire of vocabulary for specificity	
maintain attention and participate actively in collaborative	Use talk partners to support discussion.	Use active listening and discussion in talk partners maintaining topic focus.	Joins in with partner and group discussions and offers meaningful contributions.		Joins in with partner and group discussions and offers meaningful contributions and responses.	

conversations, staying on topic and initiating and responding to comments				
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Using discussions to question, suggest and explore ideas.	Using discussions to question, predict, suggest and explore ideas.	Develop understanding through effective use of questioning, suggesting, explaining and imaging.	Develop understanding through effective use of questioning, suggesting, explaining and imaging. This would specifically be hypothesising in science and predicting in reading using inference and deduction for reference
speak audibly and fluently with an increasing command of Standard English	Speak in the past tense.	Speak coherently/accurately in the past tense.	Talks clearly and concisely using correct grammar and sentence structure.	Talks clearly and concisely using correct grammar and sentence structure, changing the level of formality as appropriate.
participate in discussions, presentations, performances, role play, improvisations and debates	Speak audibly in front of a small group of peers.	Speak audibly in front of an audience.	Speaks confidently in front of others and demonstrates an understanding of the topic.	Speaks confidently in front of others and demonstrates a clear understanding of the topic and purpose.
gain, maintain and monitor the interest of the listener(s)	-Begin to use performance strategies: body language and eye contact.	-Use performance strategies including expression to maintain the attention of the audience.	-Uses tone, volume and expressions to hook listeners and keep them engaged.	Uses tone, volume and expressions to hook listeners and keep them engaged, adapting to task and audience.

consider and evaluate different viewpoints, attending to and building on the contributions of others	Uses others opinions to support my own	Consider others views when building their own views	Listens and considers other viewpoints respectfully and forms ideas based on evidence.	Listens and considers other viewpoints respectfully, referencing them when explaining their own.
select and use appropriate registers for effective communication	Uses intonation, tone and volume to engage a small group of peers	Uses intonation, tone and volume to engage an audience	Adapts their responses depending on the situation.	Adapts their responses depending on the situation and context.

<b>Speaking and listening as part of English teaching and learning</b>	
EYFS staff implementing SHRec  See additional table below	Share attention, respond, expand, conversation using the model of interactions
Tyndale Playbook oracy strategies	Pupils are 'Loud and proud' when speaking in lessons whether as a contribution in class discussion, feedback to class teacher or reading draft writing. Right is right (TLAC) correct and full answers are actively developed by teachers to prompt answers which explain in sufficient detail, are accurate (if appropriate) and use Standard English unless a dialect or local term is expected.
Reading lessons	Book talk strategies are used to structure children's answers with sentence stems. Three play scripts are taught across each year group. The text is used all week, text marking for presentation, prosody modelled and rehearsed, final performance in class on the final day of sequence. An ABC strategy is used as a tool to develop discussion – Agree, Build, Challenge in order to discuss and build ideas eventually referring to other pupils' answers as a matter of course
Writing lessons	Drama is used early in the writing sequence in some units of work to role play, using creativity to explore the motivations and events that a character may have in a quality text. Dialogue is used to explore character voice, dialect and accent as appropriate. Senses are used to explore settings which might involve an element of drama. Talk partners - skills of working with a partner to discuss ideas are taught explicitly at the start of the year and maintained throughout. They are used in most lessons to promote construction of ideas, use of key vocabulary, practice of a sentence stem in a safe space. Especially in KS1, there are frequent opportunities to orally rehearse before writing. Some outcomes are oral presentations of e.g. news scripts, weather reports and characters' speeches, monologues and asides. Debates are included in Year 6. Children are taught to prepare each of these before presenting in front of a live audience of their peers, parents or others or being recorded. Short sections of quality texts might be transposed and translated into playscripts to be performed.
Wider curriculum expectations	Visits and visitors. Children are expected to speak politely and audibly to all visitors and on all trips. They know they have a responsibility to the school and themselves. Children have time to prepare questions that they are curious about and learn how to listen to the answers, being an active

	listener or a quality audience as appropriate. They knew they would be expected to speak about their visit afterwards.
Community opportunities – paused during Covid	Visiting local care homes to sign, play games and talk to the residents. Promoting community involvement and volunteering. For children an opportunity to speak audibly to people of a different age group
<b>Distinct opportunities for speaking and listening, performance and drama</b>	
EYFS, Yr 1 and Yr 2	Nativity. Year 2 learn lines and speak, EYFS and KS1 dance and sing
Year 6	End of Key Stage production, learning lines, costumes, rehearsals
All classes	Every year group presents to parents KS1 presented a poem of their own creation; KS2 presented RE/history topic
All classes	Term 6 classes to lead some part of phase assemblies either with class learning or a world event
Pupil representation on student body	is by application which includes a spoken element of why they would be good

SHRec - Model of interactions						
Breakdown of what we expect to see under each area						
<b>Share attention</b>	Genuine interest	Value the child	Getting down to their level	Pay attention to what they look at	Joining in with child's play	
<b>Respond</b>	Have knowledge of the child as an individual	Stimulating responses that are adapted to child	Noticing how the child communicates	Acknowledging verbal and non-verbal communication	Aware of body language	
<b>Expand</b>	Back and forth rally of engagement	Adult responsive to following child's lead	Modelling and scaffolding adult pitching language just above the level of the child.	Repeating and building on child's utterances	Knowledge of the child will inform the key words for them to be modelled	
<b>Conversation</b>	Involve many turns	Opportunity to practise talking	Receive feedback from adult	Comment more, question less	Help children to cue turn taking	Use questions most sparingly  Open ended questions 'wh' questions to invite children to elaborate.