



# Speaking and Listening

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# Speaking and Listening Intent and Implementation

## Why do we teach speaking and listening?

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

At Shinfield, we will therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

## What is our curriculum aim?

- Build confidence and self-esteem
- Create community
- Improve social skills
- Develop vocabulary
- Generate enthusiasm
- Allow pupils to reason and challenge others' opinions and understanding
- Strengthen authorial voice in writing
- Strengthen use of Standard English in spoken and written language
- Allow pupils to play with language and rehearse ideas
- Enable children to articulate their mathematical fluency, reasoning and problem-solving ideas confidently
- Allow children to demonstrate their scientific understanding – hypothesising and speculating
- Provides children with a frame to express their opinions, supporting them with evidence, across the curriculum

# Speaking and Listening Intent and Implementation

## How is Speaking and Listening taught at Shinfield Infant and Nursery School?

In our school we create ground rules for oracy in the classroom at the beginning of the school year and talk about the qualities of a good speaker and a good listener. Across our curriculum we might build in oracy games into lesson starters. Within our subject lesson planning we identify opportunities for teaching and rehearsing oracy skills in lessons across a range of curriculum areas.

We plan for pair and group speaking opportunities often in the form of group challenge activities or paired tasks across the curriculum. The table below gives more detail of the speaking and listening opportunities in the different curriculum subjects.

Maths	reasoning, justifying statements, speculating, proving solutions and mathematical facts, clarifying and explaining, using talk to negotiate a solution Using stem sentences to explain thinking
English	Standard English performance - presentation role play (drama) – investigating character and plot discussing and generating vocabulary, orally rehearsing sentences prior to writing
Science	hypothesising, asking questions for investigation, challenging/debating others' viewpoints to reach a hypothesis building technical vocabulary
History/Geography	demonstrating empathy with people involved in historic events performance and presentation of information learned drawing ideas together across a whole topic in geography
RE/PSHE	responding appropriately to the views of others, building on and challenging the views of others, presenting own ideas to a variety of audiences, analysing and considering the impact of non-verbal gestures

Children in all classes are encouraged to think, pair and share ideas. Talk partners are used across lessons to allow pupils to share ideas with an audience. Children are also encouraged to share ideas in whole school assemblies

Across the school children are given opportunities to perform to Parents. These are at the following times of the year:

- Nursery- Christmas and Summer Term      Reception – Christmas Production
- Year 1 – Class assemblies in the Spring Term      Year 2 – End of Year production in the Summer Term



# Speaking and Listening Key Concepts

# Speaking and Listening Progression Map – Following Instructions

## Early Learning Goal – Communication and Language – Speaking

- 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.

## Year 1

- To understand instructions with more than one point in many situations.

## Year 2

- To fully understand instructions with more than one point in many situations and independently seeking clarification when a message is not clear.
- To attempt to follow instructions before seeking assistance.

# Speaking and Listening Progression Map – Vocabulary building and Use of Standard English

## Early Learning Goal – Communication and Language – Speaking

- 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.

## Year 1

- To use appropriate vocabulary to describe their immediate world and feelings
- To think of alternatives for simple vocabulary choices.

## Year 2

- To start to use subject specific vocabulary to explain, describe and add detail.
- To suggest words or phrases appropriate to the topic being discussed.
- To start to vary language according to the situation between formal and informal.
- To usually speak in grammatically correct sentences.

# Speaking and Listening Progression Map – Speaking for different audiences and purposes

## Early Learning Goal – Communication and Language – Speaking

- 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.

## Year 1

- To organise their thoughts into sentences before expressing them.
- To be able to describe their immediate world and environment.
- To retell simple stories and recounts aloud.
- To recognise when it is their turn to speak in a discussion.
- To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas

## Year 2

- To talk about themselves clearly and confidently.
- To verbally recount experiences with some added interesting details.
- To offer ideas based on what has been heard.
- To give enough detail to hold the interest of other participant(s) in a discussion.
- To engage in meaningful discussions that relate to different topic areas.
- To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.

# Speaking and Listening Progression Map – Listening

## Early Learning Goal – Communication and Language - Listening

- 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.

### Year 1

- To listen to others in a range of situations and usually respond appropriately.
- To understand instructions with more than one point in different situations.
- To listen and recognise when it is their turn to speak in a discussion.

### Year 2

- To listen carefully and respond with increasing appropriateness to what has been said e.g. make a helpful contribution when taking part in group discussions.
- To listen and fully understand instructions with more than one point in many situations. Independently seek clarification when a message is not clear.



# Speaking and Listening Progression Map – Drama performance and confidence.

## Early Learning Goal – Communication and Language - Speaking

- 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.

### Year 1

- To speak clearly in a way that is easy to understand.
- To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.
- To know when it is their turn to speak in a small group presentation or play performance.
- To take part in a simple role play of a known story.

### Year 2

- To speak confidently within a group of peers so that their message is clear.
- To practise and rehearse reading sentences and stories aloud.
- To take on a different role in a dramatic performance and/or role play and discuss the character's feelings.
- To recognise that sometimes speakers talk differently and discuss reasons why this might happen

# Speaking and Listening Progression Map – Asking and answering questions

## Early Learning Goal – Communication and Language - Listening

- 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.

### Year 1

- To begin to ask questions that are linked to the topic being discussed.
- To answer questions on a wider range of topics (sometimes may only be one word answers).
- To begin to give reasoning behind their answers when prompted to do so and with support

### Year 2

- To show that they are following a conversation by asking relevant and timely questions.
- To answer questions using clear sentences.
- To begin to give reasoning behind their answers when prompted to do so.