

School aims	Links to other subjects / curriculum areas:
<p>Developing pupils' speaking and listening skills is vital for their development and underpins their learning across the whole curriculum.</p> <p>We explicitly teach children these skills and provide children with a range of experiences to enable them to practise and develop their confidence. Pupils are encouraged to discuss their learning, using new vocabulary and asking questions to improve their understanding. Opportunities for drama and presentations are included across all year groups through all subject areas.</p>	
National Curriculum	Links to learning in EYFS
<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. <p>Spoken Language</p> <p>Developing pupils' speaking and listening skills is vital for their development and underpins their learning across the whole curriculum. We want the pupils' at St John's to be able to communicate with their community. We provide opportunities in the curriculum to be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They have chances 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 through the English curriculum. As a school we recognise 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. At St John's we have identified that 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.</p>	<p>Speaking and Listening skills are developed through every Area of Learning and Development in EYFS, but particularly through Communication and Language and Literacy. Children listen to adults and their peers in a range of situations including listening to instructions. Developing conversation, listening to stories, joining in with songs and role play. They ask and answer questions about their own experiences and events in stories. They learn to speak in full sentences, using past/present/future tense appropriately. Adults provide opportunities for children to develop a wide vocabulary and present their learning in imaginative ways.</p>

Spoken Language						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Listen to others in a range of situations and usually respond appropriately. Understand instructions with more than one point in many situations.	Listen carefully and respond with increasing appropriateness to what has been said within a small group. Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. Attempt to follow instructions before seeking assistance.	Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. Follow instructions in a range of unfamiliar situations. Recognise when it is needed and ask for specific additional information to clarify instructions.	Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. Follow complex directions or multi-step instructions without the need for repetition.	Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views.	To make improvements based on constructive feedback on their listening skills.
Answering and asking questions	Begin to ask questions that are linked to the topic being discussed. Answer questions on a wider range of topics, including one word answers.	Show that they are following a conversation by asking relevant and timely questions. Answer questions using clear sentences. Begin to give reasoning behind their answers when prompted to do so.	Ask questions that relate to what has been heard or what was presented to them. Begin to offer support for their answers to questions with justifiable reasoning.	Generate relevant questions to ask a specific speaker/ audience in response to what has been said. Regularly offer answers that are supported with justifiable reasoning.	Ask questions which deepen conversations and/or further their knowledge. Understand how to answer questions that require more detailed answers and justification.	Regularly ask relevant questions to extend their understanding and knowledge. Articulate and justify answers with confidence in a range of situations.

<p>Discussions and Debate Participation</p>	<p>Recognise when it is their turn to speak in a discussion. Recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>	<p>Give enough detail to hold the interest of other participant(s) in a discussion. Engage in meaningful discussions that relate to different topic areas. Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. Take account of the viewpoints of others when participating in discussions.</p>	<p>Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. Begin to challenge opinions with respect. Engage in meaningful discussions in all areas of the curriculum.</p>	<p>Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. Engage in longer and sustained discussions about a range of topics. Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. Offer an alternative explanation when other participant(s) do not understand.</p>
<p>Presentation and Performance</p>	<p>Speak clearly in a way that is easy to understand. Speak in front of larger audiences, e.g. in a class assembly, during a show and tell session. Identify when it is their turn to speak in a small group presentation or</p>	<p>Speak confidently within a group of peers so that their message is clear. Practise and rehearse reading sentences and stories aloud. Take on a different role in a drama or role play and discuss the character's feelings. Recognise that sometimes</p>	<p>Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. Speak regularly in front of large and small audiences. Participate in role play tasks, showing an understanding</p>	<p>Use intonation when reading aloud to emphasise punctuation. Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. Take on a specific role in role play/drama activities and</p>	<p>Narrate stories with intonation and expression to add detail and excitement for the listener. Use feedback from peers and teachers (including observing other speakers) to make improvements to performance. Combine vocabulary</p>	<p>Participate confidently in a range of different performances, role play exercises and improvisations. Gain, maintain and monitor the interest of the listener(s). Select and use appropriate registers for effective communication.</p>

	<p>play performance. Take part in simple role play of a known story.</p>	<p>speakers talk differently and discuss reasons why this might happen.</p>	<p>of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>participate in focused discussion while remaining in character. Discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>choices, gestures and body movement to take on and maintain the role of a character.</p>	
<p>Speaking for a range of purposes</p>	<p>Organise their thoughts into sentences before expressing them. Describe their immediate world and environment. Retell simple stories and recounts aloud.</p>	<p>Talk about themselves clearly and confidently. Verbally recount experiences with some added interesting details. Offer ideas based on what has been heard.</p>	<p>Organise what they want to say so that it has a clear purpose. Begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>Give descriptions, recounts and narrative retellings with specific details to actively engage listeners. Debate issues and make their opinions on topics clear. Adapt their ideas in response to new information.</p>	<p>Plan and present information clearly with ambitious added detail and description for the listener. Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>Communicate confidently across a range of contexts and to a range of audiences. Articulate and justify arguments and opinions with confidence. Give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Make reference back to their original thoughts when their</p>

						opinions have changed and give reasons for their change of focus.
Reading	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Retell familiar key stories, fairy stories and traditional tales, and discuss their particular characteristics. Recognise and join in with predictable phrases. Listen to and talk about rhymes and poems. Recite some rhymes and poems by heart.	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Retell and discuss a wider range of stories, fairy stories and traditional tales. Recite and read a range of poems with appropriate intonation to make the meaning clear.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read a wide range of books, including fairy stories, myths and legends, retelling some of these orally. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Begin to discuss words and phrases that capture the reader's interest and imagination.	Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Continue to read a wide range of books, including fairy stories, myths and legends, retelling some of these orally. Confidently prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise and discuss some different forms of poetry. Discuss words and phrases that capture the reader's interest and imagination.	Read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Confidently read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Continue to learn a wider range of poetry by heart. Confidently prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

<p>Writing</p>	<p>Say out loud what they are going to write about. Composing a sentence orally before writing it. Discuss what they have written with the teacher or other pupils Read their writing aloud clearly enough for others to hear and discuss.</p>	<p>Plan or say out loud what they are going to write about. Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), beginning to build a varied and rich vocabulary and a range of sentence structures. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Confidently discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>Discuss and explain how authors have developed characters and settings in what pupils have read, listened to or seen performed. Confidently perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>
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