



# Key Learning in

Spoken Language

**Nursery to Year 6**

**Adapted to cater for the needs of the children at St. Thomas of Canterbury**

# Key Learning in Spoken Language

**What is *Key Learning in Spoken Language*?**

The *Key Learning in Spoken Language* document is based upon the expectations outlined in the National Curriculum 2014. It will support teachers to plan spoken language opportunities in English and across the curriculum.

## Where have they come from?

The key learning statements have been identified primarily from the National Curriculum 2014 (page 17) – spoken language, years 1 to

6. In addition, EYFS Early Learning Goals 2021, and expertise from the Primary English and Literacy team at Lancashire Professional Development Service, around speaking and listening, has informed the expectations for all year groups.

## How are they different from the National Curriculum statements?

The aim was to specify the key learning in spoken language for year groups and age-phases, rather than the year 1 to 6 statements in the National Curriculum. In some cases, additional details, via examples, have been included to further clarify statements.

**How might *Key Learning in Spoken Language* be useful?**

The key learning statements will help to focus whole class teaching and can be used as unit objectives, and to inform daily learning objectives in English. Taught in the context of lively, engaging and creative units of work, they will help to underpin progress in reading and writing, and linked to skills across the curriculum. Teaching should ensure that approaches are modelled and scaffolded, and that pupils are given opportunities to explore the spoken language expectations in a range of different contexts.

Nursery (added by St. Thomas of Canterbury)

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| **Listening and Attention** | **Understanding** | **Speaking** | **Vocabulary** | **Participating, Presenting and Performing** |
| **Three and Four Year Olds – The Nursery Year**   * Enjoy listening to longer stories and can remember much of what happens. A topic story influences the provision planned throughout the classroom. During storytime at the end of each day. * Can find it difficult to pay attention to more than one thing at a time. Sessions begin with visual prompts for good listening. Group sessions are short so children can achieve; they increase in length over time. * CHECKPOINT – Around the age of 3, can the child shift from one task to another if you fully obtain their attention. Staff are trained to gain a child’s attention and give specifc instructions. This may be planned or more organically, within the provision. | **Three and Four Year Olds – The Nursery Year**   * Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. All adults model clear short instructions, using visual prompts and gestures when necessary. WELLCOMM assessments guide one to one or group interventions. * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat? Use storytime, language groups and provision to ask questions within a context. * CHECKPOINT – At around the age of 4, can the child answer ‘why’ question? Adults model appropriate answers to why questions. When child is ready, they are encouraged to form and use why answers themselves. | **Three and Four Year Olds – The Nursery Year**   * Use a wider range of vocabulary. Language groups provide thematic language, eg. the home, clothes, farm animals, meal times. Carefully selected stories provide exposure to more ambitious language. Adults are trained to model appropriate language within the provision. * Sing a large repertoire of songs. Nursery rhymes lead the planning for the provision in autumn 1. Number songs feature throughout the year and begin each maths session. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. See Nursery rhyme progression grid. * Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Adults model the correct use of regular and irregular tenses throughout the school day. * Develop their pronunciation but may have problems saying:   some sounds: r, j, th, ch, and sh Little Wandle Foundations for Phonics program provides systematic teaching of sounds and oral and blending skills. Teachers are trained to raise concerns. Assessment then informs next steps which may include S&L intervention.   * Multi syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Use longer sentences of four to six words. Adult modelled through groups and provision. WELLCOMM assessments enable accurate pitch. * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Through PSED curriculum – to support development, adults model how to play and how to build relationships. * Can start a conversation with an adult or a friend and continue it for many turns. As above and explicitly through planned group discussion and into the provision. * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” As above and within the provision. Adults model and scaffold until children can do this for themselves. * Can they use sentences joined up with words like- ‘because’, ‘or’, ‘and’ Adult modelled throughout the day. Use of stories that show abstract examples. * Is the child using the future and past tense? Holiday news, days of the week, seasons, all provide opportunities to use future and past tense. Story scribing models accurate use of tenses. | **Three and Four Year Olds – The Nursery Year**   * Use a wider range of vocabulary. Adults are a key resource. Language is modelled to the children within the provision to show children how to use resources, communicate ‘in role’ and negotiate turn taking. Language is carefully selected, with priority given to everyday language and topic words. * Sing a large repertoire of songs. See Nursery rhyme progression grid. * multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Vocabulary is carefully planned and scaffolded. This schema is developed dependent on where the child is at. WELLCOMM supports these decisions. | **Three and Four Year Olds – The Nursery Year**  Sing a large repertoire of songs. Performances for parents such as the Christmas play, are heavily based on song. Learn off by heart a termly poem to share as a class, Autumn Leaves, Spring is here and Fuzzy Wuzzy Creepy Crawly. |

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| **Listening and Attention** | **Understanding** | **Speaking** | **Vocabulary** | **Participating, Presenting and Performing** |
| As above and:  Show awareness of how to listen carefully and why listening is important.  *All staff work to establish a class culture of good listening, visual cues for listening, knowing who is the speaker, understanding what eye contact is, support to listen and tune into what peers say.*   * Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. e.g. Chn experience these across different sessions including phonics, storytime, CAN DO music, Bring the Noise, RE, Maths. Children learn to recite some simple poems and rhymes. Children access a range of non-Fiction texts from the SLS. The are cafefully matched to class learning themes. * Maintain attention when listening to an adult in a range of situations, e.g*. listening to a story, small group discussions. Children have opportunities to listen to an adult read as a class group, large group, small group and sometimes 1:1 or 1:2 during provision time. Children also need to tune in and maintain attention during an adult led focus task at least once per day.* * Maintain attention when listening to peers in a range of situations, e.g. *paired talk, guided sessions, circle time games. Staff remind children what good listening looks like and model this to children e.g. establishing eye contact with the speaker, minimal body movement, listening to the words they say and responding when they have finished or paused – not speaking over each other.* | As above and:   * Understand and follow a simple set of instructions. *Staff initially use gestures and visual cues to make this accessible. Staff emphasise the key information carrying words and if chn struggle they consider which word within the instruction was unknown to the child e.g inbetween. Staff progressively add more information to instructions as and when chn are ready for this.* * Understand simple requests, e.g. P*ass me the scissors please. Staff work hard to broaden children’s vocabulary related to the classroom itself and equipment and resources within.* * Understand and respond to questions in different contexts, in response to stories, non- fiction, predictable interests, events and themes.  *Staff ensure there are opportunities for children to respond to a variety of questions across a range of topics. They support children in their understanding of the question itself (key words) and prompt children to answer in a full sentence, if appropriate. As well as this, staff model appropriate questions and responses via staff to staff interactions (purposely done in front of the chn) and also during the ‘thinking aloud’ process when modelling reading comprehension and writing.*      * ELG: 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. | As above and:   * Speak clearly in full sentences.   *This skill is modelled and scaffolded by staff. High expectations of the children to try to put their idea into a full sentence when sharing with the class or with a group. Staff are asked to always monitor their own speech to ensure that ideas are expressed clearly to the children, and so that the children have the opportunity to hear the flow of several sentences.*   * Begin to speak in complete sentences using past, present and future tense when talking about themselves, activities, ideas and events. *e.g. staff tune into how children speak and positively rep[eat back with the speech corrected. They notice chn with reoccurring issues and refer these to the teacher for further investigation. Children encounter loits of speaking opportunities that require them to talk in the past tense e.g. news from lunchtime, weekend news, holiday news, talking about when they were younger etc. Children talk in the present tense throughout the day and high expectations of staff to express their ideas in full sentences leads to more use of the different word classes. Staff talk about events that are coming up in the school calendar and model the future tense. Within guided writing, children orally rehearse sentences – the tense used is dependant on the tasks and staff model back to chn ‘in the moment’ where errors are made.* * Take turns in conversations taking into account the listener. *e.g. there are lots of opportunies for small group conversations where children take turns to speak. To facilitate this, staff will sometimes have an object that is passed around to signal whose turn it is and to remind children to look at the speaker.* * Use the joining words *and/because* during talk to extend ideas. *e.g. this is modelled and then, when appropriate, it is expected of the child e.g. during ‘Box of the Day’ a child may initially share their idea such as ‘I think it is a feather.’ When this is secure the adult will prompt them to extend such as ‘I think it is a feather because it does not make a sound.’* * Use talk to clarify thinking and express their ideas and feelings. *e.g. when children are being creative painting/making a model/building etc staff encourage them to express their intentions. They also ask children to explain their completed work and what they have achieved.* * ELG: 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.   *A range of focus PSE tasks and work across subjects requires the children to express their ideas, feelings and responses. Staff spend time helping children to broaden their vocabulary relating to feelings and emotions beyond happy/sad.*   * Orally describe events in some detail to peers or adults *Opportunities to retell a range of stories across the year - focusing on key event/s. Discussing a school trip or visitor into school and describing what happened e.g. the mobile farm or visit to the farm* * Orally recall events and narratives in the correct sequence, using their own words and pictures to support. *Sequencing picture cards to match familiar stories, use of a story map for some key texts, story scribing corner in classes mid year.* * Ask questions to find out more and check understanding of what has been said to them. *Culture of celebrating children asking their own questions to clarify. Staff remind children of the importance of asking these questions and not to just continuing listening despite feeling confused by a word or concept.*   *Staff also ask questions to elicit children’s understanding and model how to formulate their own questions.*   * Use talk to help solve problems and organise thinking and activities, *Staff encourage children to approach conflict with peers by taking turns to express their views and then suggesting solutions and agreeing upon what to do next. This can be difficult so staff continue to model this and provide prompts e.g. when children are disagreeing about who is having a turn first, staff might suggest to the child to say ‘’If you go first now, can I go first on another day.’* * Use the language of stories, rhymes and non-fiction to imagine and recreate ideas within different contexts. *e.g. Staff provide a role play linked to a key stoy or area of learning and encourage children to use newly acquired vocabulary in their play. Often an adult is in the role play area modelling this to the children. Staff prompt children to try to use story language whilst in the story scribing corner and provide word banks to aid this.* | As above and:   * Learn and understand selected new vocabulary. *Vocabulary is modelled in a range of topics, not just through new topics, but broadening the children’s everyday vocabulary. Where new vocabulary is introduced, staff seek to show visually or through an accessible description what these new words mean. Books read in class are often repeated, so that children are hearing the same words several times in a relatable context, and can internalise them.* * Use recently introduced vocabulary orally in discussions. *Adult modelled first within context and then encouraged from the child. New vocab from key texts is gathered in an adult magpie nest, so that other staff can see these words and can continue to model in different contexts.* * Talk about and discuss familiar events or characters in stories, non-fiction, rhymes and poems using newly taught vocabulary. Culture of conversation and discussion around events in school *and everyday experiences. Opportunities to use props such as puppets, lolli-stick characters and so on to aid retelling or talking about what has happened in stories. Small word set ups and also role plays linked to stories with the associated props e.g. role play kitchen with three different size bowls to link to event from Goldilocks.* | As above and:   * Orally retell as a whole class and in small groups, simple stories and rhymes using strategies such as pictures, actions, small world figures and props. *Recite some familiar nursery rhymes, learn a poem each term and enjoy opportunities to perform individually or as part of a small group. Reading out own story from the story corner and joining in a performance in the story stage. Small world resources linked to books and topics, including some story boxes in the outdoor area to aid retelling.* * Orally retell as a whole class and in small groups, a modified version of a known story or rhyme using pictures, actions, small world figures and props. *Some opportunities to modify in the story corner and then perform/share. Class modify and extend their Autumn Poem from a known poem ‘Sugarcake, Sugarcake.’* * Take part in imaginative role play, linked to a familiar context, in role play areas, and using small world figures and props. *e.g. in the travel agent. Drama strategies are introduced and are progressive. Staff play alongside the children in this area as much as possible. Shared toolkits are created and displayed for some job roles e.g. working at the check out in the supermarket role play.* * Perform rhymes and songs to an audience. *Children regularly volunteer to come to the front of the class to perform. Shy children do so with a peer or group for support. Children record videos for the class page and enjoy performing a class poem in assembly* * Participating, performing and presenting also developed through non-fiction *Reporting information they have found out in group work or shared reading of a book, reporting the daily weather.* |

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| **Listening and Attention** | **Speaking** | **Standard English** | **Vocabulary** | **Participating, Presenting and Performing** |
| As above and:   * Listen and maintain attention to an adult in a range of situations, e.g. *when listening to a story, following simple instructions, viewing a film clip etc. e.g. visual prompts, verbal prompts, linked to growth mindset powers e.g. be co-operative and PSHE-friendship/class rules.* * Listen and maintain attention to peers in a range of situations, e.g. *whilst undertaking role play, in small group discussions and activities. e.g. guided reading, reading comprehension, all new learning, talk partners, carpet time, group work, playground.* | As above and:   * Respond appropriately to adults after listening attentively. *e.g. hands up, speaking when invited to, TALC sessions, sharing lunch time requests.* * Respond appropriately to peers after listening attentively. *e.g. natural flow of discussion, TALC sessions* * Respond appropriately to questions posed by an adult, orally, related to *who, what, where, when, why* and *how,*   e.g. *Where does the character live in the story? e.g. TALC sessions, reading comprehension, guided reading, book talk, story time, register*   * Ask questions to clarify thinking using *who, what, where, when, why* and *how. e.g. book talk prompts, TALC groups, all new learning e.g. How do you know that 10 is an even number?* * Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class. *e.g. learning powers-be co-operative, school/class rules* * Provide simple oral explanations, e.g. *explaining a simple process using the joining word because. e.g. maths- 9 is an odd number because it can’t be shared equally between 2.* * Speak audibly when communicating with others in pairs and small groups. *e.g. SLT sessions, explanations in maths, oral composition prior to writing, talk partners, phonics sessions, retention hour, flash back four, prayers* | As above and:   * Speak in complete sentences linked to the context. *e.g. oral composition, sharing basic needs e.g. asking to go to the toilet, get a drink, asking for their lunch.* * Use past, present and future tense, orally, e.g. *past tense when recounting an event, present tense when working in role, and future tense when making a prediction. e.g. Science- predictions e.g. before materials experiment, past tense-holiday/weekend news, history, present tense-approaching weekend news, personal news-e.g. a new baby in the family. English grammar objective –ed suffix* * Use joining words during talk to extend ideas, e.g. *and, but, or, because, so. e.g. Grammar objective to use ‘and’, maths explanations* | As above and:   * Introduce and explore new vocabulary orally, e.g. *linked to real life contexts, stories, non- fiction, poetry and across the curriculum. e.g. WOW words, all topic words on knowledge organizers, reading comprehension, book talk, story time, guided reading* * Describe settings orally using vocabulary provided. *e.g. word banks, storm setting in the Princess and the Pea, linked to weather Geography topic* * Describe characters orally using vocabulary provided. *e.g. word banks, Little Red Riding Hood, Highway Rat, Superworm, Zog.* * Describe feelings orally using vocabulary provided,   e.g. *Peter Rabbit felt disappointed because he wasn’t allowed to play out with his friends. e.g. Zog is excited on his first day of school, linked to how they felt/feel.* | As above and:   * Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. *small world figures, props, images, actions and story maps. e.g. RE- Palm Sunday retell, Nativity, role play areas, Little Red Riding Hood retell, stick puppets.* * Orally retell simple non-fiction texts (instructions, recounts or information*)*, using a range of strategies, e.g. *small world figures, props, images, actions and text maps. e.g. How I grow-retell using drama.* * Participate in role in English and across the curriculum, e.g*. take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone. e.g. Retell using drama- Mary Seacole when she experienced racism on the boat, Little Red Riding Hood- writing in role, question and answer.* * Take part in imaginative role play,   e.g. *linked to familiar contexts in role play areas, by using small world props and figures, or miming events. e.g. Hot seating as Big Bad Wolf, Florence Nightingale/Mary Seacole role play*   * Recite rhymes and poems by heart and perform to an audience, e.g. *different groups or another class. e.g. preform The Morning Rush, Nativity* * Present simple information to an audience. *e.g. presenting the weather forecast- Geography* * Read and perform stories using a voice with an appropriate volume,   e.g. *a child’s own story. e.g. Guided reading- prosody session, Little Red Riding Hood.* |

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| As above and:   * Listen and sustain concentration in a range of situations, e.g. *when listening to a story, following simple instructions, viewing a film clip etc. e.g. Book Talk, pleasure for reading, texts to inspire writing (read in parts), film clips used in Science (plants) and history (Great Fire of London).* * Sustain concentration and listen to peers in a range of situations, e.g. *in talk partners, whilst undertaking role play, in small group discussions and activities. e.g. Talk partners used across all curriculum areas, observe and critique each other’s performances in PE, watch other groups perform role plays (History - Rosa Parks on bus).* | As above and:   * Respond appropriately to adults after listening with sustained concentration. *e.g. questioning using lollipop sticks, responding on whiteboards,* * Respond appropriately to peers after listening with sustained concentration. *e.g. use of talk partners and children feeding back responses given by partner.* * Respond appropriately to questions posed by an adult and peers, orally, related to *who, what, where, when, why* and *how*, and explain their thinking, e.g. *Why did the character behave that way? e.g. Guided Reading sessions – questions asked by adults/task to create questions to ask other children to check understanding of the book, Book Talk, Texts read in Reading Comprehension.* * Ask a range of appropriate questions to clarify thinking related to *who, what, where, when, why* and *how*, and explain their thinking, *e.g. Guided Reading, History – children ask questions to Head Teacher to enquire about school life in the past, Science – lesson where children enquire about gardening methods.* * Take turns when speaking with adults and peers, working with pairs, small groups, large groups, as a whole class, and respond appropriately to contributions from others. *e.g. PSHE discussions –good or bad secrets, poetry recital.* * Provide oral explanations,   e.g. *explaining a simple process using the joining words because, when, if, so. e.g. Guided Reading question sessions, explanations in Science FBF to extend.*   * Speak audibly when communicating with others in pairs, groups and whole class. *e.g. poetry topic - Don’t, talk partners.* | As above and:   * Speak in complete sentences in a range of different contexts. *e.g. modelling and correcting Standard English throughout.* * Use *past tense, present tense and future tense mostly accurately, e.g. past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an audience, and future tense when making a prediction in science. e.g. Writing – past tense used when retelling stories and personal recounts. Present tense – diary entries and predictions in Guided Reading. Science – predictions about plants in present/future.* * Use joining words during talk to extend ideas, e.g. *and, but, or because, that, when, before, after, if, so, as. e.g. modelling of compound and complex sentences that they orally construct in Writing lessons.* | As above and:   * Identify, discuss, collect and explore new vocabulary orally, e.g. *in stories, non- fiction, poetry and across the curriculum. e.g. Book Talk/Reading Comprehension (The Tear Thief)/Guided Reading texts. Newspaper articles in history (summer topic). Revisiting key vocab in FBF. WOW words.* * Describe settings orally using vocabulary provided, and modelled by an adult and selected from a text. *e.g. Discussed and described setting description orally in Sparkle Write (summer).* * Describe characters orally using vocabulary provided, and modelled by an adult and selected from a text. *e.g. Discussed and described boy and girl orally for character description in Writing. PSHE – described emotions using characters from TenTen.* * Describe feelings orally using vocabulary provided, and modelled by an adult, and selected from a text,   e.g. *Hansel was feeling ravenous because he hadn’t had any breakfast. e.g. PSHE unit on emotions. Writing about emotions as the children journeyed through ‘The Tunnel’.* | As above and:   * Orally retell a range of stories using various strategies, e.g. *props, images, actions and story maps. e.g. RE – story of ascension/Easter story. Story map retelling The Jolly Postman.* * Orally retell non-fiction texts, or sections of non-fiction texts (instructions, non- chronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. *props, images, actions and text maps. e.g. DT – discussing the instructions for making smoothies, discussing maps of UK/India in Geography.* * Participate in a range of drama approaches in English and across the curriculum,   e.g*. talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze framing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events. e.g. Role play of baptism in RE, Freeze frame of Creation story in RE, hot seating to question Mary about Jesus being born.*   * Take part in imaginative roleplay, e.g. *by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of an explorer in history. e.g. hot seating in English to ask a witch from The Jolly Postman questions.* * Learn and recite a range of poems by heart and perform to an audience, e.g*. different groups, another class, whole school. e.g. key stage performances of poetry recitals (Pinda Cake – Valerie Bloom), performance of Don’t by Michael Rosen.* * Prepare stories to perform using an appropriate volume and begin to show variations in the voice to engage an audience. *e.g.* * Begin to use non-verbal gestures whilst presenting and performing to gain the audience’s interest, e.g. *using hands, face or other parts of the body. e.g. use of actions to accompany poetry recital (Pinda Cake, Don’t, Sam Pin)* |

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| As above and:   * Listen and retain key points from a range of situations,   e.g. *information relayed via a visit or visitor, key events in a narrative plot*, *key details of a film clip through close listening or viewing. Y3 Book talk, key details in French listening tasks, RE bible stories, Audiobooks online in story time. Y4 Daily Book Talk, Cultural Day, Film clips during Sound Unit in Science*   * Listen to peers and retain key points in a range of situations, e.g. *following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc. Y3 Grammar – children share sentences and help improve. French – practise speaking to one another. Y4 Guided Reading, Collaboration during States of Matter unit in Science, Blind-folded orienteering in PE.* * Listen and identify how intonation and expression affects meaning, e.g. *when listening to others perform a playscript, persuasive advert or poem. Y3 Poetry – listen to each other’s poems, listen to adults model prosody in book talk. Y4 play script Alice in Wonderland, Poetry performance of Dragon Poems,* * Listen and consider viewpoints from adults and peers, e.g. *different opinions linked to issues related to reading narrative and non- fiction, when discussing environmental issues in science, or using historical evidence to identify a point of view. Y3 Reading comprehension – compare different books, Science – making predictions in forces. Y4 history – discussion - did the Great Fire end the plague? Children to discuss then transcribe findings.* | As above and:   * Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. *Y3 PSHE Enterprise unit – children raise money and make decisions about how to spend it. Y4 respond at the end of each RE unit sharing their learning and justifying opinions.* * Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. *Y3 PSHE Rights and responsibilities – debate about why children should be educated. Y4 weekly discussions during PSHE lesson.* * Respond to questions posed by an adult or peer, orally, related to *who, what, where, when, why* and *how*, and ask further relevant questions to extend understanding and knowledge. *Y3 Reading Comprehension, Guided Reading, planning process during writing learning journey. Y4 During Guided Reading and Book Talk.* * Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. *Y3 – book talk, shared writing. Y4 – all reading when applying Reciprocal Reading techniques.* * Take turns when making contributions and responding to others, in a variety of group situations, *Y3 - times tables activities, expert work. Y4 RE debate about scripture – Love your enemies* * Provide oral explanations, extending with additional details, e.g. *hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc.* Y3 – create hypothesis in forces unit. Provide justifications for characters using evidence in a text (Verruca Salt in Charlie in the Chocolate Factory) *Y4 make hypotheses in history from pictures of excavation sights; learn song for the explanation of the water cycle.* * Speak audibly and fluently when communicating with others in pairs, groups and whole class situations. *Y3 read aloud in whole class book talk. Y4 Talk Partners* | As above and:   * Use Standard English verb inflections when speaking, e.g. * *I was* * *we were* * *they are* * Use conjunctions *and, but, because, when, before, after, if, so, as, while, since, although* during talk to extend ideas in narrative and non-fiction, using speaking frames to support,   *Y3 – explicit grammar lessons focused on standard English. Y4 During preparation for Persuasive Writing, use of Book Talk prompts.*   * *When the Romans arrived in Britain, they…* * *Since 43AD, …* * *If the character…* * Use a range of sentence starter prompts in narrative and non- fiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas. Use speaking frames to support,   *Y3 – orally rehearse and present sentences (using grammar features and word banks) to teacher. Y4 ‘Show not tell’ sentences rehearsed before writing of narrative on setting.* | As above and:   * Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum*. Y3 – guided reading, clarify and collect vocabulary in RE. Discuss musical vocabulary and link back to etymology. Y4 during Book Talk; use of Knowledge Organisers for foundation subjects; use of WOW words,* * Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. *Y3 – identify vocabulary (from novel) for adult to use in a model write. Y4 use of Descriptosaurus for Narrative writing* * Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. *Y3 – describe romans in DT to design a similar satchel. Y4 character description linked to history – plague doctor; character from How to train your dragon.* * Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. *use a thesaurus to explore appropriate synonyms from which to select Y3 – Change and loss unit in PSHE. Discuss feelings in response to a religious story in RE. Y4 Growing and changing unit in PSHE* | As above and:   * Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. *props, images, actions and story maps. Y3 retell the Easter story; story map of ‘The Indian of the Cupboard’. Y4 story map to retell the Time Travelling Cat; perform the story of Jacob and Esau through freeze frame in RE, Story maps used during Know a Novel.* * Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. *props, images, actions and text maps. Y3 retell the science of how seed are dispersed. Y4 explanation text of the digestive system; research of French city in Geography to present to the class.* * Participate in a range of drama approaches in English and across the curriculum, e.g*. talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference. Y3 – role play of different emotions in PSHE Y4 Hot seating activity in RE – in role as biblical characters.* * Take part in imaginative role play,   e.g. *by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately. Y3 – Diary Entry from the viewpoint of an Indian (Native American). Y4 Take on the role of a refugee in English writing. Diary entry from the point of view of a Viking*   * Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g*. different groups, another class, whole school. Y3 – perform poetry to parallel Y3 class, perform poetry in assembly (slowly poem). Y4 learn poems off by heart then take part in assembly recitation performances.* * Use non-verbal gestures whilst presenting and performing to gain the audience’s interest. *Y3 – PSHE – use nonverbal gestures to express emotions (peers have to guess said emotion)* |

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| **Listening and Attention** | **Speaking** | **Standard English** | **Vocabulary** | **Participating, Presenting and Performing** |
| As above and:   * Listen and evaluate how spoken language varies in different contexts according to purpose and audience,   *e.g. in a football commentary, a documentary programme, journalistic reporting, chat shows etc. Y5 Watch/listen to persuasive formal speech e.g during house captain’s speech listen to politicians; in ICT, when planning and recording podcasts, children become presenters.*  *Y6 book talk. WW2 prime ministers’ speeches.*  *Peterloo Massacre listen to witness reports.*  *Listen to chefs cook in preparation for writing a recipe.*   * Listen and identify how intonation and expression affects meaning, e.g. *when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc. Y5 Children to deliver their house captain’s speech, after identifying which skills are needed to persuade.*   *Termly poetry recitation in assembly.*  *Read aloud in guided reading sessions, focusing on intonation and prosody.*  *Y6 listen to adults model reply from restaurant manager; book talk; listening to chefs cook in preparation for writing a recipe.*  Listen and evaluate viewpoints from adults and peers, e.g. *identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum. Y5 In R.E, children explore the question, ‘Why did Judas betray Jesus’ and also discussed, ‘Who was most guilty in the death of Jesus’.*  *Y6 listen to points in preparation for balanced arguments; collective worship* | As above and:   * Discuss and analyse how spoken language is used within different contexts according to purpose and audience, *e.g. a documentary programme, journalistic reporting. Y5 In house captain’s speech, children encouraged to think about how they use their voices to deliver an engaging and successful speech. During the recording of YouTube videos/podcasts in ICT.*   *Y6 Letter home as evacuees; formal letter from a restaurant manager*  Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers. *Y5 During reciprocal reading, children to justify their predictions orally. In PSHE, children debate topics and argue for/against peers’ opinions. Y6 guided reading, balanced argument in writing, religion lessons, PSHE (e.g. relationships)*  Ask a range of appropriate questions to clarify and refine thinking. *Y5 During guided reading, reading comprehension, book talk and foundation subjects, children regularly given opportunity to ask and clarify questions. Y6 guided reading, book talk, reciprocal reading in science and humanities*  Participate in discussions and debates building on their own and others’ ideas, challenging views courteously. *Y5 PSHE, R.E, English and book talk. Y6 PSHE, religion, and computing lesson*  Provide oral explanations with supporting details in relation to questions posed with ‘how’ and ‘why’, e.g. *How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two? Y5 During reciprocal reading, reading comprehension, book talk and English, children to support answers with evidence from the text. Y6 science (How does the camel adapt to its environment?), DT (Woolton pie), Art (Blooms Taxonomy questions)*   * Speak with appropriate volume and fluency maintaining the attention of others. *Y5 In English, ICT, Geography and History, when delivering presentations and speeches. When reading aloud in all subjects. Y6 rehearse complaints and responses in a restaurant; talk partners.* | As above and:  Use correct Standard English when speaking in formal contexts. *Y5 English, ICT, Geography and History, when delivering presentations and speeches. When reading aloud in all subjects.*  *Y6 in preparation for non-chron report, formal letter from a restaurant manager*  Select and use appropriate registers for effective communication in a range of contexts, e.g. *non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive speeches or journalistic reporting. Y5 In English, children given the opportunity to compare and contrast characters from different social backgrounds e.g analysing language of Jim and a policeman in Street Child.*  *Y6 collective worship; in preparation for story in writing*   * Use cohesive devices for narrative and non-fiction during talk to organise ideas, using speaking frames to support, e.g.   + *First of all, …*   + *In addition to…*   + *On the other hand, …*   + *Similarly, …*   *Y5 Book talk prompts, persuausive writing orally reharsed.*  *Y6 in preparation for writing a recipe and balanced argument* | As above and:  Introduce, explore and evaluate new vocabulary orally, e.g. *author’s choice of language in texts, technical vocabulary etc. Y5 during Book Talk; use of Knowledge Organisers for foundation subjects; use of WOW words.*  *Y6 in preparation for non chronological report, recipes; circulatory system in science; book talk*  Explore settings and characters orally, and select precise vocabulary to create well- structured descriptions. *Y5 In English, character profiling verbally at planning stage.*  *Y6 in preparation for setting description and story.*  Express feelings orally and select precise vocabulary to articulate an opinion, e.g. *linked to PSHE or English*. *Y5 Children encouraged to use a range of emotive language in PSHE to describe feelings; English and book talk to verbalise thoughts about a particular character.*  *Y6 PSHE (e.g. relationships); mobile phone balanced argument* | As above and:  Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to perform to an audience. *Y5 In R.E, children perform different part of the events of Good Friday.*  *Y6 collective worship; in preparation for writing retell*  Prepare oral retellings of non- fiction texts/sections of non- fiction texts (or innovated/invented versions) in order to perform to an audience. *Y5 In History, children research and present Victorian inventors; research and present in Geography with indigenous tribes and North/South America.*  *Y6 Cultural day presentations, science (explanation of the circulatory system)*  Participate in role in English and across the curriculum, e.g*. paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a chat show etc. Y5 Hot seating activity in RE – playing in role as biblical characters. In English (Highwayman).*  *Y6 Arts Insight play. Religion acting in role (e.g. as Lazarus)*  Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience. *Y5 Reinvented poetry in English and perform self-written play scripts in Macbeth unit.*  *Y6 perform class poems in assembly; perform In Flanders Fields on Armistice Day*  Use non-verbal gestures whilst presenting and performing to sustain the audience’s interest. *Y5 In English, children encouraged to use hand gestures in order to keep audience engaged.*  *Y6 Dance in PE: the Haka.*  *‘Arts Insight’ drama company – end of year performance show for parents and visitors.* |

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