



Communication and Spoken Language Development

Intention:

- For all our pupils to continually develop their confidence and competence in spoken language and listening skills, enabling them to develop their learning across the curriculum, supporting ongoing learning beyond Primary School
- For all our pupils to develop their capacity to discuss, question, answer and debate their understanding and opinions of books and texts and use these skills to further develop their reading and writing abilities across the curriculum.
- For all our pupils to develop skills in speaking aloud, performance and clear communication, providing them with skills for life and increase their confidence.
- For all our pupils to build a wide range of vocabulary and be able to use this repertoire to engage effectively with others as well as apply this to their writing skills.

Implementation:

The skills in these areas are taught across the curriculum both implicitly and explicitly. Our English curriculum links to much of these skills but other curriculum subjects develop such skills too. The skills below are sequenced to provide teachers with a clear map for teaching, building and developing skills each year.

Pupils will have the opportunity to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. They will participate in and gain knowledge, skills and understanding in drama. Pupils will have opportunities to read aloud and speak to different audiences as well as be taught skills in debate, discussion and how to make their opinions and viewpoints clear. They will be taught social communication and the conventions of spoken English.

Pupils with SEND, particularly related to language, can effectively be supported at the correct level for them, using the objectives below to guide learning. Likewise, pupils with EAL can be effectively supported with learning being built up in stages.

Impact:

Pupils will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. Pupils will understand how to take turns and when and how to participate constructively in conversations and debates. Our pupils will increase their vocabulary, ranging from describing their immediate world and feelings to the development of a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhance their knowledge about language as a whole.

Pupils will receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies, helping them to achieve in secondary education and beyond.

Communication and Language/Spoken Language skills progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening, Attention and Understanding	<p>*Enjoys listening to longer stories and can remember much of what happens</p> <p>*Can pay attention to more than one thing at a time, even when it is difficult</p> <p>*Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door"</p> <p>*Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Observation checkpoint: <i>*Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</i></p> <p><i>*Is able to answer simple 'why' questions?</i></p>	<p>*Understands how to listen carefully and why listening is important</p> <p>*Learns new vocabulary</p> <p>*Uses new vocabulary through the day</p> <p>*Engages in storytimes</p> <p>*Listens to and talk about stories to build familiarity and understanding</p> <p>*Listens carefully to rhymes and songs, paying attention to how they sound</p> <p>*Learns rhymes, poems and songs</p> <p>*Engages in non-fiction books</p> <p>*Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Early Learning Goals: <i>*Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers (ELG)</i> <i>*Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</i> <i>*Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG)</i></p>	<p>*Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently</p>	<p>*Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently</p>	<p>*Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say</p>	<p>*Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say</p>		
Speaking/ Spoken Language	<p>*Uses a wider range of vocabulary</p> <p>*Sings a large repertoire of songs</p>	<p>*Asks questions to find out more and to check he/she understands what has been said to him/her</p>	<p>*Discuss the significance of the title and events</p> <p>*Recite some poems and rhymes by heart</p>	<p>*Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>*Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation,</p>	<p>*Ask reasoned questions to improve his/her understanding of a text</p>	<p>*Ask specific reasoned questions to improve his/her understanding</p>	

	<p>*Knows many rhymes, is able to talk about familiar books, and can tell a long story</p> <p>*Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. He/She may have problems saying: -some sounds; r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus</p> <p>*Uses longer sentences of four to six words Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions</p> <p>*Can start a conversation with an adult or a friend and continue it for many turns</p> <p>*Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Observation checkpoint: <i>*Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"</i></p> <p><i>*Can use sentences joined up with words like 'because', 'or', 'and', e.g. "I like ice cream because it makes my tongue shiver"</i></p> <p><i>*Is able to use the future and past tense; "I am going to the park" and "I went to the shop"</i></p>	<p>*Is able to articulate his/her ideas and thoughts in well-formed sentences</p> <p>*Can connect one idea or action to another using a range of connectives</p> <p>*Is able to describe events in some detail</p> <p>*Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p> <p>*Is developing social phrases</p> <p>*Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words</p> <p>*Uses new vocabulary in different contexts</p> <p>Early Learning Goals: <i>*Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher (ELG)</i></p> <p><i>*Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</i></p> <p><i>*Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary (ELG)</i></p>	<p>*Say out loud what he/she is going to write about</p> <p>*Compose a sentence orally before writing it</p> <p>*Read aloud his/her writing clearly enough to be heard by the group and the teacher</p> <p>*Use the language of time (including telling the time throughout the day first using o'clock and then half past)</p> <p>*Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than</p>	<p>*Discuss his/her favourite words and phrases</p> <p>*Answer and ask questions</p>	<p>tone, volume and action</p>		<p>*Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary</p> <p>*Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear</p>
<p>National Curriculum Year 1-Year 6 - Build skills in these areas across the curriculum in all year groups:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play/improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication 							
Vocabulary and spoken English	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5

<p>*Use a wider range of vocabulary</p> <p>*Sing a large repertoire of songs</p> <p>*Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>*Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>*Use longer sentences of four to six words.</p>	<p>*Learn new vocabulary.</p> <p>*Use new vocabulary through the day.</p> <p>*Use new vocabulary in different contexts</p> <p>*Learn rhymes, poems and songs.</p> <p>*To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>*Articulate their ideas and thoughts in wellformed sentences</p> <p>*Connect one idea or action to another.</p>	<p>*To use appropriate vocabulary to describe their immediate world and feelings</p> <p>*To think of alternatives for simple vocabulary choices.</p> <p>*I can speak a sentence before writing it</p>	<p>*To start to use subject-specific vocabulary to explain, describe and add detail.</p> <p>*To suggest words or phrases appropriate to the topic being discussed.</p> <p>*To start to vary language according to the situation between formal and informal.</p> <p>*To usually speak in grammatically correct sentences. can discuss my favourite words and phrases</p>	<p>*To use vocabulary that is appropriate to the topic and/or the audience</p> <p>*To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>*To discuss topics that are unfamiliar to their own direct experience.</p> <p>*I can talk about words and phrases that capture the reader's interest and imagination</p> <p>*I can make up and repeat sentences aloud (including conversations).</p>	<p>*To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech</p> <p>*To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>*To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way</p> <p>*I can discuss words and increasingly complex phrases that capture the reader's interest and imagination.</p> <p>*I can make up and repeat sentences aloud (including conversations) increasing my vocabulary and my knowledge of sentence structure.</p>	<p>*To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech</p> <p>*To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>*To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way</p>	<p>*To use relevant strategies to build their vocabulary</p> <p>*To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>*To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>*To speak audibly, fluently and with a full command of Standard English in all situations</p> <p>*To confidently explain the meaning of words and offer alternative synonyms</p>
--	--	---	--	--	--	---	--