



At Locks Heath Junior School, the substantive knowledge required for effective speaking and listening (such as vocabulary acquisition and knowledge of appropriate formality) is taught throughout the English curriculum in reading, writing and spelling lessons.

Year 3	
Area of Speaking and Listening	Disciplinary Skills
Talking to others: Competence; confidence; recitation, solo performance and presentation	<p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Starting to be able to select and use appropriate registers (tone and volume).</p> <p>Read aloud their own writing, controlling the tone and volume so that the meaning is clear; rehearse poems for presentation and performance.</p> <p>Give appropriate descriptions, explanations and narratives for different purposes, selecting the most appropriate vocabulary to express meaning; express feelings appropriately.</p>
Talking with others; listening; responding; discussion and debate	<p>Maintain relevant topic in collaborative talk.</p> <p>Listen to and participate in discussion about books and texts, taking turns and listening to what others say.</p> <p>Advance knowledge and understanding of a subject independently through small group discussion, using subject vocabulary, and discuss learning.</p> <p>Work independently and collaboratively in small teams to produce and evaluate ideas.</p> <p>With support, collaborate on developing rules for class discussion.</p>
Role-play, drama and performance	<p>Prepare poems to read aloud and to perform effectively (with some understanding of tone, volume, intonation and action).</p> <p>Speak clearly and audibly before an audience outside of the classroom (e.g. in parent showcase).</p>
Application Opportunities	
Specific curriculum opportunities for Speaking and listening in Year 3.	<ul style="list-style-type: none"><li>• All guided reading and writing lessons</li><li>• A range of drama activities in writing lessons</li><li>• P4C discussions to start and end every thematic project</li><li>• End of project outcomes presented to parents</li><li>• Boudicca versus the Romans formal debate in front of parents and a class debate about school uniform</li><li>• Perform stories to Year 2 children</li><li>• Reading poetry aloud to another year group</li><li>• Reading aloud in church for a Christmas Carol Service</li><li>• Discussion groups in Jigsaw and RE lessons</li><li>• Speeches to the class to stand for School Council elections</li></ul>



Year 4	
Area of Speaking and Listening	Disciplinary Skills
Talking to others: Competence; confidence; recitation, solo performance and presentation	<p>Continue to speak audibly and fluently with an increasing command of Standard English.</p> <p>Become familiar with and confident in using language with a wider range of verbs and adjectives, in a greater variety of situations, for a variety of audiences and purposes, including through formal presentation</p> <p>Growing in the ability to monitor the listener's response and make adjustments, commenting on impact of vocabulary: "I used sprinted instead of ran because it tells you more."</p> <p>Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>
Talking with others; listening; responding; discussion and debate	<p>Understand there are different arguments and viewpoints, responding appropriately.</p> <p>Articulate answers and opinions, being able to justify their response.</p> <p>Develop further understanding of the process of debate</p> <p>Develop, agree on, and evaluate rules for effective discussion, showing the ability to evaluate their own contribution to a discussion and to change how they contribute in future as a result</p>
Role-play, drama and performance	<p>Perform confidently, showing an understanding of tone, intonation, volume and action before an audience outside of the classroom (e.g. Nativity performance).</p> <p>Perform improvised dialogue/event to others.</p>
Application Opportunities	
Specific curriculum opportunities for Speaking and listening in Year 4.	<ul style="list-style-type: none"><li>• All guided reading and writing lessons</li><li>• P4C discussions to start and end every thematic project</li><li>• End of project outcomes presented to parents</li><li>• Christmas Nativity performance to parents and other visitors</li><li>• A range of drama activities in writing lessons</li><li>• Perform persuasive speeches to school leaders.</li><li>• Discussion groups in Jigsaw and RE lessons</li><li>• Presenting in short videos for computing projects</li><li>• Speeches to the class to stand for School Council elections</li></ul>



Year 5	
Area of Speaking and Listening	Disciplinary Skills
Talking to others: Competence; confidence; recitation, solo performance and presentation	Give extended descriptions, explanations and narratives for different purposes, using a range of words related to time and measure; express feelings appropriately using a wide range of verbs.
	Explain their understanding of what they have read, including through formal presentation, maintaining a focus on the topic.
	Gain, maintain and monitor the interest of the listener adapting where necessary – e.g. use adverbs, imperative and modal verbs in persuasive speeches, arguments and debates.
	Collaborate in a group to prepare a presentation.
Talking with others; listening; responding; discussion and debate	Debate with increasing understanding.
	Collaborate in a group to discuss and deepen understanding of the learning.
	Use small group or whole class discussions to speculate, hypothesise, imagine and explore ideas without support from a teacher.
	Participate in discussions effectively and challenge views politely.
Role-play, drama and performance	Make use of opportunities to devise and script speeches and presentations for one another and a range of audiences
	Adopt, create and sustain a range of roles in drama and improvisation.
Application Opportunities	
Specific curriculum opportunities for Speaking and listening in Year 5	<ul style="list-style-type: none"><li>• All guided reading and writing lessons</li><li>• A range of drama activities in writing lessons</li><li>• P4C discussions to start and end every thematic project</li><li>• End of project outcomes presented to parents</li><li>• Share persuasive speeches with governors and school leaders</li><li>• Read aloud writing to children in other year groups</li><li>• Discussion groups in Jigsaw and RE lessons</li><li>• Presenting in instructional videos for computing projects</li><li>• Speeches to the class to stand for School Council elections</li></ul>



Year 6	
Area of Speaking and Listening	Disciplinary Skills
Talking to others: Competence; confidence; recitation, solo performance and presentation	Confident to select and use appropriate registers (tone and volume) for effective communication, including a command of Standard English.
	Demonstrates a degree of confidence and mastery of language when describing or explaining before the class and understands effectiveness of their word choices.
	Prepares poems and speeches to read aloud and perform clearly, audibly and with appropriate intonation before a wider audience (e.g. parent event).
	Expresses feelings appropriately, selecting the appropriate audience.
Talking with others; listening; responding; discussion and debate	Understands and uses the conventions for discussion and debate.
	Develops own and others' knowledge, understanding and ideas in different ways through unsupervised group discussion
	Effectively shapes the overall direction of talk with effective contributions across a range of contexts, showing implicit and explicit meanings.
	Asks and responds to questions to demonstrate a secure understanding of topics under discussion
Role-play, drama and performance	Can rehearse, refine and perform before an audience, e.g. Year 6 End of Year Production.
	Can respond thoughtfully to drama and theatre performances.
Application Opportunities	
Specific curriculum opportunities for Speaking and listening in Year 6	<ul style="list-style-type: none"><li>• All guided reading and writing lessons</li><li>• P4C discussions to start and end every thematic project</li><li>• Discussion groups in Jigsaw and RE lessons</li><li>• Speeches to the class to stand for School Council elections</li><li>• A range of drama activities in writing lessons</li><li>• Presenting a showcase to lower year groups to promote the school's residential trip to Calshot Activity Centre</li><li>• End of project outcomes presented to parents</li><li>• Share speeches with school leaders</li><li>• Year 6 End of Year Production to whole school, parents and governors.</li></ul>