

Lowca school progression in speaking and listening

Year Group	Reception	Year 1/2	Yr3/4	Yr5/6
	<p>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. Teachers will model and expose pupils to a wide range of language as 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. Show and tell with questions to see if the audience was listening, role play, stories where you join in, They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English misconceptions 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. Teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills. commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Teachers</p>	<p>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. Teachers will model and expose pupils to a wide range of language as 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>Children learn to look and listen to a teacher through a number of games such as musical statues, Simon says, eye glue,</p> <p>Children learn to look at and listen to each other through games such as I went to the shop and I bought, Thumbs up heads down, Look at the spy,</p> <p>Children perform in simple drama plays</p> <p>Children engage in role play</p> <p>Children take on the role of teacher to explain a new tricky concept to another child.</p>	<p>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. Teachers will model and expose pupils to a wide range of language as 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. Children play speaking and listening games</p> <p>Children learn how to write a play script and perform it.</p> <p>Children improvise drama</p> <p>Children perform poetry in parts</p> <p>Children take part in debates with teacher support to explain both sides use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</p> <p>Pupils should also be taught to understand and use the conventions for discussion and</p>	<p>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. Teachers will model and expose pupils to a wide range of language as 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. Children perform and adapt classical play scripts eg Shakespeare adapted to modern day language</p> <p>Children adapt their spoken language style to match the character-eg, formal informal, slang, accents, gruff, high and liltling</p> <p>Children perform poetry with oral special effects</p> <p>Children learn to rap</p> <p>Children organise, deliver and vote on a debated topic are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. All pupils should be enabled to</p>

	<p>will read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and then provide them with extensive opportunities to use and embed new words in a range of contexts, so giving children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children will become comfortable using a rich range of vocabulary and language structures. ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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. ELG: Speaking</p> <p>Children at the expected level of development will: - 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.</p>	<p>Children perform poems supported by an adult lead Children explore different points of view where there is no definite right answer. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. 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. Teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills.</p>	<p>debate. 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 Teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills.</p>	<p>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 Teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills.</p>
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