

MANCHESTER COMMUNICATION PRIMARY ACADEMY

# WHAT WE LEARN AND WHEN

Speaking and Listening

Curriculum



Being able to talk with fluency and confidence is a vital life skill all children need before leaving primary school. Being able to actively listen enables a child to fully benefit from teaching across the curriculum. Both skills are essential for developing relationships with peer groups and adults. Through an ongoing importance placed on this area in all lessons, the children will develop a confidence to speak, an extensive vocabulary to use and a strong awareness of audience and context. For children learning English, those who arrive mid key stage or those with additional needs, it is essential that the pitch is tuned to need rather than age.

<i>Nursery</i>	<i>Aut 1</i>	<i>Aut 2</i>	<i>Spr 1</i>	<i>Spr 2</i>	<i>Sum 1</i>	<i>Sum 2</i>
<i>Communication and Language</i>	<p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple instructions 'line up', 'sit down', 'stop'.</p> <p>Use words to say how they are feeling such as happy, sad, tired, angry, excited.</p> <p>Show curiosity when looking at books.</p> <p>Join in with familiar songs/nursery rhymes.</p>	<p>Listen to simple stories with increased interest and showing curiosity in looking at the pictures.</p> <p>Use a wider range of vocabulary (for nouns and some adjectives related to colour or size)</p> <p>Understand simple questions about 'who', 'what' and 'where'.</p> <p>Listen to other peoples talk with increased interest and focus.</p> <p>Know some rhymes, and be able to tell a short story.</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Sing a large repertoire of songs</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</p> <p>Use longer sentences of four to six words.</p>	<p>Talk about what they think is happening when looking at a picture, where is he? What is she doing? How do you think he feels? How do you know that?</p> <p>Use a wide range of vocabulary to describe how things look, and feel.</p> <p>Start to develop a conversation, listening and responding appropriately.</p> <p>Develop their pronunciation of speech sounds r, j, th, ch, and sh when speaking (not recognising and identifying sounds).</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Use a wide range of vocabulary to describe how things look, smell, taste, feel and sound like.</p> <p>Develop their ability to pronounce multi-syllabic words such as 'hippopotamus'.</p>	<p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Pay attention to more than one thing at a time.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Begin to develop irregular tenses and plurals, such as 'ran' instead of 'runned'</p>

<i>Reception</i>	<i>Aut 1</i>	<i>Aut 2</i>	<i>Spr 1</i>	<i>Spr 2</i>	<i>Sum 1</i>	<i>Sum 2</i>
<i>Communication and Language</i>	<p>Use longer sentences of four to six words (Hold a sentence).</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases, such as 'good morning', 'well done Ben', "see you tomorrow' and 'Please can you help me'.</p> <p>Engage in storytimes.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Ask questions to find out more.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Articulate their ideas and thoughts, in sentences which are becoming well-formed.</p> <p>Engage in storytimes with increased attention.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text. Shows some coherency.</p> <p>Learn rhymes, poems and songs.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to and talk about selected non-fiction to demonstrate some familiarity with new knowledge and vocabulary.</p> <p>Describe events in some detail.</p> <p>Learn and apply new vocabulary including subject specific.</p> <p>Listen to and talk about stories demonstrating a good understanding.</p> <p>Retell the story, once they have developed a deep familiarity with</p>	<p>Listen to and talk about stories and be able to provide ideas and explanations.</p> <p>Retell the story, once they have developed a deep familiarity with the text, using a 'storyteller's voice'.</p> <p>Perform poems and songs with increasing confidence.</p> <p>Listen to and talk about selected non-fiction to demonstrate a deep familiarity with new knowledge and vocabulary.</p> <p>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.</p> <p>Apply knowledge of new vocabulary in response to a question. E.g. Can you describe the Bear? He is big and fierce.</p>	<p>Retell the story, once they have developed a deep familiarity with the text, with increasing detail.</p> <p>Listen and respond to what they hear with relevant questions, comments and actions when being read to and during small group interactions.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Begin to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Notice rhyme and patterns in poems.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold coherent conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>

	Show interest and engage in non-fiction books.	Engage in non-fiction books.	the text, some as exact repetition and some in their own words.  Make comments about what they have heard.	Show an understanding that non-fiction books are based on facts.	Identify some features of non-fiction books.	
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening Skills</b>	* To listen to others in a range of situations and usually respond appropriately.	* To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	* To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	* To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	* To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	* To make improvements based on constructive feedback on their listening skills.
<b>Following Instruction</b>	* To understand instructions with more than one point in many situations.	* To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.  * To attempt to follow instructions before seeking assistance.	* To follow instructions in a range of unfamiliar situations.  * To recognise when it is needed and ask for specific additional information to clarify instructions.	* To follow complex directions/multi-step instructions without the need for repetition.		
<b>Asking &amp; Answering Questions</b>	* To begin to ask questions that are linked to the topic being discussed.	* To show that they are following a conversation by	* To ask questions that relate to what has been heard or	* To generate relevant questions to ask a specific speaker	* To ask questions which deepen conversations and/or further their knowledge.	* To regularly ask relevant questions to extend their understanding and knowledge.

	<ul style="list-style-type: none"> <li>* To answer questions on a wider range of topics (sometimes may only be one-word answers).</li> </ul>	<ul style="list-style-type: none"> <li>asking relevant and timely questions.</li> <li>* To answer questions using clear sentences.</li> <li>* To begin to give reasoning behind their answers when prompted to do so.</li> </ul>	<ul style="list-style-type: none"> <li>what was presented to them.</li> <li>* To begin to offer support for their answers to questions with justifiable reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>/audience in response to what has been said.</li> <li>* To regularly offer answers that are supported with justifiable reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>* To understand how to answer questions that require more detailed answers and justification.</li> </ul>	<ul style="list-style-type: none"> <li>* To articulate and justify answers with confidence in a range of situations.</li> </ul>
<p><b>Drama, Performance &amp; Confidence</b></p> <p>(see also Drama curriculum map)</p>	<ul style="list-style-type: none"> <li>* To speak clearly in a way that is easy to understand.</li> <li>* To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</li> <li>* To know when it is their turn to speak in a small group presentation or play performance.</li> <li>* To take part in a simple role play of a known story.</li> </ul>	<ul style="list-style-type: none"> <li>* To speak confidently within a group of peers so that their message is clear.</li> <li>* To practise and rehearse reading sentences and stories aloud.</li> <li>* To take on a different role in a drama or role play and discuss the character's feelings.</li> <li>* To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</li> </ul>	<ul style="list-style-type: none"> <li>* To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</li> <li>* To speak regularly in front of large and small audiences.</li> <li>* To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</li> </ul>	<ul style="list-style-type: none"> <li>* To use intonation when reading aloud to emphasise punctuation.</li> <li>* To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</li> <li>* To take on a specific role in role-play /drama activities and participate in focused discussion while remaining in character.</li> <li>* To discuss the language choices of other speakers and how this may</li> </ul>	<ul style="list-style-type: none"> <li>* To narrate stories with intonation and expression to add detail and excitement for the listener.</li> <li>* To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</li> <li>* To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</li> </ul>	<ul style="list-style-type: none"> <li>* To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</li> <li>* To gain, maintain and monitor the interest of the listener(s).</li> <li>* To select and use appropriate registers for effective communication.</li> </ul>

				vary in different situations.		
<b>Vocabulary Building &amp; Standard English</b>	<ul style="list-style-type: none"> <li>* To use appropriate vocabulary to describe their immediate world and feelings.</li> <li>* To think of alternatives for simple vocabulary choices.</li> </ul>	<ul style="list-style-type: none"> <li>* To start to use subject- specific vocabulary to explain, describe and add detail.</li> <li>* To suggest words or phrases appropriate to the topic being discussed.</li> <li>* To start to vary language according to the situation between formal and informal.</li> <li>* To usually speak in grammatically correct sentences.</li> </ul>	<ul style="list-style-type: none"> <li>* To use vocabulary that is appropriate to the topic and/or the audience.</li> <li>* 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.</li> <li>* To discuss topics that are unfamiliar to their own direct experience.</li> </ul>	<ul style="list-style-type: none"> <li>* To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>* To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>* 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.</li> </ul>		<ul style="list-style-type: none"> <li>* To use relevant strategies to build their vocabulary.</li> <li>* To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</li> <li>* To speak audibly, fluently and with a full command of Standard English in all situations.</li> <li>* To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics</li> <li>* To confidently explain the meaning of words and offer alternative synonyms.</li> </ul>
<b>Speaking for a Range of Purposes</b>	<ul style="list-style-type: none"> <li>* To organise their thoughts into sentences before expressing them.</li> <li>* To be able to describe their immediate world and environment.</li> <li>* To retell simple stories and recounts aloud.</li> </ul>	<ul style="list-style-type: none"> <li>* To talk about themselves clearly and confidently.</li> <li>* To verbally recount experiences with some added interesting details.</li> <li>* To offer ideas based on what has been heard.</li> </ul>	<ul style="list-style-type: none"> <li>* To organise what they want to say so that it has a clear purpose.</li> <li>* To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</li> </ul>	<ul style="list-style-type: none"> <li>* To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li> <li>* To debate issues and make their opinions on topics clear.</li> </ul>	<ul style="list-style-type: none"> <li>* To plan and present information clearly with ambitious added detail and description for the listener.</li> <li>* To participate in debates/arguments and use relevant details to support their opinions and add humour where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>* To communicate confidently across a range of contexts and to a range of audiences.</li> <li>* To articulate and justify arguments and opinions with confidence.</li> <li>* To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</li> <li>* To use spoken language to develop understanding through speculating, hypothesising,</li> </ul>

				* To adapt their ideas in response to new information.		<p>imagining and exploring ideas.</p> <p>* To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
Participating in Discussion	<p>* To recognise when it is their turn to speak in a discussion.</p> <p>* To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>	<p>* To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>* To engage in meaningful discussions that relate to different topic areas.</p> <p>* To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>* To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>* To take account of the viewpoints of others when participating in discussions.</p>	<p>* To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>* To begin to challenge opinions with respect</p> <p>* .To engage in meaningful discussions in all areas of the curriculum.</p>	<p>* To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>* To engage in longer and sustained discussions about a range of topics.</p> <p>* To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>* To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>* To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>* To offer an alternative explanation when other participant(s) do not understand.</p>