ENGLISH

We provide a high quality English education at Roman Road Primary School and teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society. We ensure that pupils learn to speak, read and write fluently and confidently so they are free to pursue their future aspirations.

The National Curriculum for English aims to ensure that all pupils:
- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

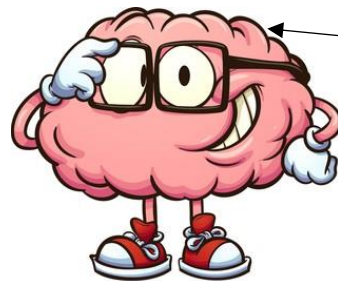# Speaking and Listening Curriculum – Long Term Planning

At Roman Road, we believe that pupils should be taught to 'speak clearly and convey ideas confidently using Standard English' (National Curriculum p10). Children at our school are given many opportunities, across the broad and balanced curriculum to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. In every curriculum subject, children are taught to offer well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This verbalisation will enable them to clarify their thinking as well as organise their ideas for writing.

Assessment for Learning techniques and processes are embedded within our school. Many of these lend themselves well to promoting Speaking and Listening and are employed if and when appropriate:

- Paired talk allows children to discuss answers with a friend before feeding back their response.
- Children's names are written on lolly sticks. When a question is asked, a lolly stick is chosen.
- 'If a question is worth asking, it's worth everyone answering': We allow 'wait time' to give all children an opportunity to answer.
- A mixture of open and closed questions are used to encourage discussion/ extended answers.
- 'If a child can't say it, they can't write it'. During writing sessions, we encourage focussed talk before writing.

In every classroom, we teach children rules for whole body listening and courteous talk:

Please find below our year on year speaking and listening progression grid:

SPEAKING AND LISTENING Progression Grid   Whole School Overview

National Curriculum Requirement		Year 1 Children should be taught/given the opportunity to:	Year 2 Children should be taught/given the opportunity to:	Year 3 Children should be taught/given the opportunity to:	Year 4 Children should be taught/given the opportunity to:	Year 5 Children should be taught/given the opportunity to:	Year 6 Children should be taught/given the opportunity to:
*Children listen and respond appropriately to adults and peers. Listen for periods appropriate to their age		*Demonstrate attentive listening *Express simple views on a subject *Consistently understand simple 3 part spoken instructions	*Listen to others and begin to summarise some main points *Understand complex 2 to 3 part instructions	*Listen and respond to others. Make connected comments and begin to extend the points made by others	*Listen to others and work out which information is important then make relevant and related comments	*Listen and respond to others *Make contributions which add challenge to ideas	*Listen attentively to ideas and respond appropriately with: -positive comments -observant suggestions *Notice and comment not only on what is said but how it is said
Children should relevant questions to extend understanding and knowledge (in structured/teacher-led activities)		*Extend understanding and knowledge by asking simple questions in a small group	*Show interest and ask lots of questions to find out specific information	*Ask relevant questions in a widening variety of situations	*Begin to recognise the difference between open and closed questions and is starting to demonstrate that they can use these appropriately	*Pose increasingly thoughtful questions to both their peers and to adults	*Understand and use different types of questions to suit situations (e.g. open, closed, rhetorical)
Children should use relevant strategies to build vocabulary		*Select specific words to make the meaning clearer	*Ask for the meaning of unknown words *Use newly introduced vocabulary appropriately in a sentence	*Use newly introduced topic words and more adventurous vocabulary appropriately	*Use a wider range of verbs and adverbs within every day and more formal speech and begin to understand their effect on the meaning of a sentence	*Evaluate the effectiveness and impact of their own and others' word choices (e.g. use of adverbs, imperative and modal verbs during persuasive speeches, arguments and debates)	*Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect (e.g. explains why words have been specifically chosen in an argument)
Children should be able to articulate and justify answers, arguments and opinions		*Use language to express opinion and explain	*Use more complicated grammar to explain/justify opinion	*Begin to articulate and justify opinion on a character. Event or situation in response to a question or prompt	*Articulate and justify opinion on a character, event or situation in response to a question or prompt	*Articulate clearly and justify more complex opinions and answers about a character, event or situation	*Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others
Children should give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings		*Tell stories and re-tell incidents from their own experience, mainly making appropriate tense choices, using character names and sequencing	*Express personal feelings or recount experiences with clarity, beginning to make connections between ideas or thoughts (e.g. I like this because…)	*Express personal feelings or recount experiences with clarity and make clear connections between ideas or thoughts (e.g. I liked this because…it reminded me of…)	*Present information or personal feelings in a structured way, with key ideas highlighted (e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons)	*Present information or personal feelings coherently, selecting memorable details, including specific vocabulary	*Adapt the structure of talk in ways which support meaning and show attention to the listener (e.g. clearly summarise and report back findings in a logical order, supported by well-chosen, relevant details)

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Children maintain attention and participate actively in collaborative conversations, staying on topic and initiating and initiating and responding to comments		*Behave appropriately during interactions and demonstrate the use of some non-verbal gestures (looking, eye-gaze, posture – turning towards the speaker when talking to others)	*Sustain the attention of the listener *(e.g. will use eye-gaze and ask questions to involve and engage others)*	*Keep talk purposeful and stay on topic *Beginning to use gestures and intonation to further meaning	*Adapt language to engage and suit audience *(e.g. vocabulary appropriate to the audience, intonation to engage, eye-gaze, eye contact, well-used gestures)*	*Stay on topic *Begin to be more selective about how much and which detail to include in order to keep the listener interested	*Structure talk to meet the needs of listener(s) *(e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures such as deliberate pause/delay for effect)*
Children use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas		*Engage in imaginative play and act out stories and improvisations from familiar situations, verbalising words, phrases and sentences appropriate to the situation	*Express character's thoughts and feelings in imaginative play and uses appropriate words, phrases and sentences	*Explore and imagine feelings within both story and real-life settings *Express views and feelings and shows the confidence to speculate on a range of possible outcomes	*Make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar)	*Use a growing range of vocabulary to speculate and hypothesise *(e.g. presume, suppose, conclude, guess, infer, estimate, consider, deduce, expect)*	*Use a wide range of vocabulary *(e.g. cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect)* to speculate about possible outcomes in narrative and real-life situations
Children speak audibly and fluently with an increasing command of Standard English		*Speak in a way that is clear and easy enough to understand (there may still be 'immaturities')	*Use speech that is consistently easy to understand and is clear *Use a range on conjunctions to join clauses and sentences to help explain and justify events *(e.g. so, because, if, when)*	*Speak clearly using more sophisticated language to explain, justify and relay information	*Speak clearly and fluently about a range of events *Use complex sentences to communicate clearly and explain further	*Begin to use a wider range of subordinating conjunctions and adverbials within talk to make language flow *(e.g. meanwhile, yet, therefore, however etc.)*	*Use complex sentence structures with confidence and is fluent and clear in a wide range of situations
Children participate in discussions, presentations, performances, role play/improvisations and debates		*Use character voices in context *Contribute appropriately to discussions, making relevant comments to the topic	*Able to work in role and take on some of the characteristics and/or the voice of the character being played *Extends simple roles by expressing emotions *Contribute purposefully to discussions and is able to use some imaginative and adventurous vocabulary	*Creates and sustains a role for longer periods of time adding a greater detail to a role/character *Able to present and structure information in different ways	*Sustains a role/scenario and shows an understanding of the character through speech *(content, style, intonation and expression)*, gesture and movement *Present information in a structured way and is able to use specific vocabulary	*Able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation *Present information clearly using an introduction, relevant ideas and a conclusion. *Vocabulary is well-chosen and specific	*Demonstrate the ability to adapt a character to different scenarios and is able to sustain a role effectively *Confidently varies grammar and vocabulary to suit the audience, purpose and/or context

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Children gain, maintain and monitor interest of the listener(s)		*Vary voice for effect *(e.g. I really want a dog for Christmas)*	*Will change voice and use expression to engage the listener and keep them interested	*Explain ideas in a manner appropriate to the listener	*Recognise when the listener is losing interest and will use intonation and expression to engage interest *Explain ideas in a manner appropriate to the listener	*Understand the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab the listeners' attention	*Show an ability to vary delivery and tone to convey meaning and to match to the needs of the audience
Children consider and evaluate different viewpoints, attending to and building on the contributions of others		*Respond with relevant comments	*Recognise that there are other viewpoints *Make simple comments in response to others' viewpoints and say whether they agree or disagree and why	*Listen to others' views and preferences, agree next steps to take and consider alternatives *(e.g. 'That didn't work. Why don't we try…?')*	*Expand comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why	*Interpret and respond to different viewpoints by making comments that build on the contributions of others	*Interpret and respond to different viewpoints by building on contributions of others and formulating questions to deepen understanding
Children select and use appropriate registers for effective communication		*Use a more formal tone with the adults in school	*Know that they need to use different styles of talk with different people (e.g. friends and teachers) *Addresses visitors appropriately	*Make more formal language choices (with support) when speaking to visitors and staff in school *(e.g. composing a question for a visitor; presenting an argument to persuade the Head Teacher; expressing an opinion in a debate)*	*Can recognise for themselves when to use formal language (in familiar situations) *e.g. leading a group of their peers; discussion with a classroom visitor; formal debate etc.*	*Select the appropriate register in familiar situations *(e.g. when collaborating with peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly)*	*In a range of situations, can adapt language style and register to suit the purpose *e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal)*

N.B. Some elements of Speaking and Listening teaching are within the Writing Progression Grid as they deal with paired work and oral sentence work.

Information on Registers (for staff information)

The appropriate language register depends upon the audience (who), the topic (what), the purpose (why) and the location (where). In order to communicate effectively, you need to learn to control the use of language registers: you choose the right language and tone to match the situation.

1) **Static Register:** This style of communication rarely or never changes. The words are exactly the same every time it is spoken and is ritualistic or traditional e.g. the Pledge of Allegiance/Lord's Prayer
2) **Formal Register:** This language is used in formal settings. This use of language usually follows a commonly accepted format. It is usually impersonal and formal. Common formats for this register are speeches and presentations e.g. sermons, rhetorical statements and questions, formal debate, announcements. An English speaker may be more likely to use features of prescribed grammar – such as pronouncing word endings correctly, choosing more formal words and avoiding contractions.
3) **Consultative Register:** This is moderately formal language that marks a mentor-protégé or expert-novice relationship, such as doctor/patient or teacher/pupil.
4) **Casual Register:** This is informal language used by peers and friends. Slang, vulgarities and colloquialisms are normal. This is group language between teammates/friends.
5) **Intimate Register:** This communication is private. It is reserved for close family members or intimate people. Intonation is often more important than wording or grammar and may include a private vocabulary.