



Learn to Love & Love to Learn in readiness for life



Speaking and Listening:

Intent

Our intent is that all St. Anne's pupils will become skilled communicators and effective listeners. We want all of our pupils to be able to fully express their opinions, articulate feelings and listen and respond appropriately in a range of situations. Through a vocabulary rich curriculum, quality staff modelling and a range of high quality, well researched teaching and learning strategies, we will give our children skills, knowledge and opportunities to develop and build upon their speaking and listening skills each and every day. Speaking and listening is key to children becoming effective learners across the curriculum. For this reason, early, effective support and intervention is put into place to ensure all pupils get off to the very best start. In a safe and encouraging environment, our aim is that all of our children will develop into confident communicators who listen and speak with kindness, empathy and clarity.

Our aims (impact)...

By the time pupils leave us in Year 6...

- 1. Pupils will develop strong listening skills and understand what they hear:*
 - 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*

2. Pupils will communicate effectively in a wide range of situations:

- *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*



St. Anne's Speaking and Listening Curriculum

EYFS Communication and Listening -Nursery



Super 10 for Shared Reading And Writing
 (Teaching of Reading and Writing in Addition to the RWI sessions)
 (blue text links to equality and diversity)

Mr Grumpy's Outing Oi Get Off Our Train	What the Ladybird Heard The Gingerbread Man	Goldilocks and the Three Bears Mrs Honey's Hat	The Enormous Turnip The Three Billy Goats Gruff	Farmer Duck Handa's Hen
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Knowledge and Skills covered - EYFS Framework

Birth - 3 years	3-4 Years
<p><u>Children may still be consolidating some of these objectives:</u></p> <ul style="list-style-type: none"> • Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like 'ba- ba', 'mamama'. • Use gestures like waving and pointing to communicate. 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words.

- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context - 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to mummy" or "stop".
- Recognise and point to objects if asked about them.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Can become frustrated when they can't make themselves understood.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w.
- Are usually still learning to pronounce:
 - l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

- 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.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Quality First Teaching Strategies

- Letters and Sounds/ Read Write Inc
 - Talk Through Stories

- ELKLAN Language builders
 - Choral Reading
- High Quality Texts to read, share and discuss
 - Role Play

Early Intervention Strategies

- Blank Levelling

Wider Opportunities for Speaking and Listening



St. Anne's Speaking and Listening Curriculum

EYFS Communication and Listening - Reception



Super 10 for Shared Reading And Writing
 (Teaching of Reading and Writing in Addition to the RWI sessions)
(blue text links to equality and diversity)

Handa's Surprise Can't you sleep Little Bear	Whatever Next The Tiger Who Came to Tea	Alien's Love Underpants The Three Little Pigs	The Little Red Hen Alternative Version of 3 Little Pigs	You Choose Ruby's Worry - Tom Percival
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Knowledge and Skills covered - EYFS Framework

3-4 Years Old	Reception
<p><u>Children may still be consolidating:</u></p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.

- 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.
- Can start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Early Learning Goals

Listening and Attention

- listen carefully and respond appropriately when being read to and during whole-class and small group discussions
- 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.

Speaking

- participate in small group, class and one-to-one discussions, offering their own ideas, using new vocabulary
- offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate
- express their ideas using full sentences, with modelling and support from their teacher.

Quality First Teaching Strategies

- Read Write Inc. Phonics Programme
- Write Stuff approach to teaching writing
 - Talk Through Stories
 - ELKLAN Language builders
 - Choral Reading
- High Quality Texts to read, share and discuss
 - Role Play
 - Poetry Week each term

Early Support and Intervention

- NELI (Nuffield Early Language Intervention)
 - Blank Levelling

Wider Speaking and Listening Opportunities



St. Anne's Writing Curriculum - Year 1



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Stories with repetitive phrases Traditional tales	Labels/Captions/Lists Recount	Simple narrative	Instructions Simple Report	Stories from other cultures	Instructions Recount
Poetry Week		Poetry Week		Poetry Week	
Star Light Star Bright - Traditional		A little seed		Caribbean Playground Song - James Berry	
FANTASTIC 5 The Train Ride - June Crebbin The Queen's Hat - Steve Antony Ginger Bread Man Little Red Riding Hood Last Stop on Market Street - Matt de la Pena		FANTASTIC 5 Man on the Moon (A day in the life of Bob) - Simon Bartaram The Way Back Home - Oliver Jeffers Beegu - Alexis Deacon Bog Baby - Jeanne Willis Bears don't Read - Emma Chichester Clark		FANTASTIC 5 The Highway Rat Snail and the Whale Zog and the Flying Doctors The Magic Paintbrush Quill Soup	

End of Year 1 Speaking and Listening Objectives

- 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
- Discuss the significance of the title and events
- Recite some poems and rhymes by heart
- Participate in discussion about what is read to him/her, taking turns and listening to what others say
- Explain clearly his/her understanding of what is read to him/her
- Say out loud what he/she is going to write about
- Compose a sentence orally before writing it
- Discuss what he/she has written with the teacher or other pupils
- Read aloud his/her writing clearly enough to be heard by the group and the teacher
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Use the language of time (including telling the time throughout the day first using o'clock and then half past)

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside
- In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language)

Quality First Teaching Strategies

- Read Write Inc. Phonics Programme
- Write Stuff approach to teaching writing
 - Talk Through Stories
 - ELKLAN Language builders
 - Choral Reading
- High Quality Texts to read, share and discuss
 - Poetry Week each term

Early Support and Intervention

- KSI Language Link
- KSI SALT intervention
- Review and Do Language Builders

Wider Speaking and Listening Opportunities

- Listen to external visitors linked to the wider curriculum
- Subject ambassadors have opportunities to work with subject leads and external subject advocates. They also have opportunities to present in assemblies and to School Governors
 - Roles in the KSI Christmas Play



St. Anne's Writing Curriculum - Year 2



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Retelling traditional tales/ Fairy Tales	Recount Explanations	Adventure Narrative	Report Instructions	Diary Narrative	Letter Explanations
Poetry Week		Poetry Week		Poetry Week	
Bubbles - James Carter		Hurt no living things - Christiana Rosetti		Revolting Rhymes- Roald Dahl	

End of Year 2 Speaking and Listening Objectives

- 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
- Discuss the sequence of events in books and how items of information are related
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Discuss his/her favourite words and phrases
- Answer and ask questions
- Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say
- Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself
- Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about

Quality First Teaching Strategies

- Read Write Inc. Phonics Programme
- Write Stuff approach to teaching writing
 - Talk Through Stories
 - ELKLAN Language builders
- High Quality Texts to read, share and discuss
 - Poetry Week each term
- Reciprocal Reading (Summer Term for those who have finished RWI programme)

Further Support and Intervention

- BLANK levelling

- Infant Language Link
- Review and Do Language Builders

Wider Speaking and Listening Opportunities

- Listen to external visitors linked to the wider curriculum
- Subject ambassadors have opportunities to work with subject leads and external subject advocates. They also have opportunities to present in assemblies and to School Governors
 - Speaking roles in KSI Christmas Play



St. Anne's Writing Curriculum - Year 3



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Traditional Tales - Fables/ Fairy Tales	Recount Instructions	Narrative - adventure First person narrative	Explanations Persuasion	Narrative Diary	Persuasion Report Informal letter
Poetry Week		Poetry Week		Poetry Week	
Alligator Problem - Michael Rosen		Our Flat - Michael Rosen		Seeker - Rachel Rooney	

End of Year 3 Speaking and Listening Objectives

- Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Ask questions to improve his/her understanding of a text
- Participate in discussions about both books that are read to him/her and those that can be read by himself/herself, taking turns and listening to what others say
- Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- Describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle
- Ask relevant questions and use different types of scientific enquiries to answer them
- Make a spoken report on findings from scientific enquiries
- Use relevant scientific language to discuss his/her ideas and communicate findings in ways that are appropriate for different audiences

Quality First Teaching Strategies

- Reciprocal Reading
- Write Stuff approach to teaching writing

- Talk Through Stories
- ELKLAN Language builders
- High Quality Texts to read, share and discuss
 - Poetry Week each term

Further Intervention and Support

- BLANK levelling
- Junior Language Link
 - Beat Dyslexia
- Jigsaw PSHE Rest intervention

Wider Speaking and Listening Opportunities

- KS2 summer play (every 2 years)
 - Listen to external visitors linked to the wider curriculum
- Subject ambassadors have opportunities to work with subject leads and external subject advocates. They also have opportunities to present in assemblies and to School Governors



St. Anne's Writing Curriculum - Year 4



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Narrative Narrative - Quest	Instructions Persuasion	Narrative - Myths Narrative - Fantasy	Report Discussion	Narrative Playscript	Discussion Explanation Formal letter
Poetry Week		Poetry Week		Poetry Week	
Do Not Feed the Animals - Robert Hull		The Slithermondchowchuck - Aoife Mannix		Bush Fire - Jackie Kay	

End of Year 4 Speaking and Listening Objectives

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and increasingly complex phrases that capture the reader's interest and imagination
- Ask reasoned questions to improve his/her understanding of a text
- 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
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Describe positions on a 2-D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Ask relevant questions with reasoning and use different types of scientific enquiries to answer them
- Make a clear and reasoned report on findings from scientific enquiries
- Use relevant scientific language to discuss his/her ideas with reasoning, and communicate findings in ways that are appropriate for different audiences

Quality First Teaching Strategies

- Reciprocal Reading

- Write Stuff approach to teaching writing
 - Talk Through Stories
 - ELKLAN Language builders
- High Quality Texts to read, share and discuss
 - Poetry Week each term

Further Intervention and Support

- Fresh Start (Read Write Inc)
- Junior Language Link
 - Beat Dyslexia
- Jigsaw PSHE Rest intervention

Wider Speaking and Listening Opportunities

- KS2 summer play (every 2 years)
- Listen to external visitors linked to the wider curriculum
- Subject ambassadors have opportunities to work with subject leads and external subject advocates. They also have opportunities to present in assemblies and to School Governors



St. Anne's Writing Curriculum - Year 5



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Narrative to build atmosphere	Explanation Recount	Narrative from different perspectives Mystery/ suspense.	Instructions Persuasion - Letter	Narrative Diary Playscript	Biography Discussion - Balanced Argument
Poetry Week		Poetry Week		Poetry Week	
Autumn Gilt - Valerie Bloom		The Jabberwocky - Lewis Carroll		The Tyger - William Blake	

End of Year 5 Speaking and Listening Objectives

- Listen to and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Ask questions to improve his/her understanding
- Identify and discuss themes and conventions in and across a wide range of writing
- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Perform his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is clear
- Pronounce mathematical vocabulary correctly
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Use and understand the terms factor, multiple and prime, square and cube numbers
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas and should talk about how scientific ideas have developed over time

Quality First Teaching Strategies

- Reciprocal Reading
- Write Stuff approach to teaching writing
 - Talk Through Stories
 - ELKLAN Language builders
- High Quality Texts to read, share and discuss
 - Poetry Week each term

Further Intervention and Support

Fresh Start (Read Write Inc)

- Junior Language Link
- Beat Dyslexia

Wider Speaking and Listening Opportunities

- KS2 summer play (every 2 years), main roles
- Listen to external visitors linked to the wider curriculum
- Subject ambassadors have opportunities to work with subject leads and external subject advocates. They also have opportunities to present in assemblies and to School Governors
 - Take on role of Junior Safety Officer



St. Anne's Writing Curriculum - Year 6



<u>Term 1</u> Texts to reflect our own experiences and familiar cultures...		<u>Term 2</u> Texts to take us beyond our own experience...		<u>Term 3</u> Texts to take us beyond our familiar cultures...	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Narrative Diary Entry	Non-Chronological Report Newspaper Report Timeline	Suspense and Mystery Adventure	Discussion Report	Short stories with atmosphere	Speech - Persuasion Balanced argument
Poetry Week		Poetry Week		Poetry Week	
Comet - Kate Wakeling		Song of the Witches from Macbeth - William Shakespeare		Windrush Child - John Agard	

End of Year 6 Speaking and Listening Objectives

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader
- Ask specific reasoned questions to improve his/her understanding
- Identify and discuss themes and conventions in and across a wide range of writing with reasoning
- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning
- 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
- Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear
- Pronounce mathematical vocabulary correctly and confidently
- Use the whole number system, including saying, reading and writing numbers accurately
- Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements
- Describe positions on the full coordinate grid (all four quadrants)
- Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

- Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time

Quality First Teaching Strategies

- Reciprocal Reading
- Write Stuff approach to teaching writing
 - Talk Through Stories
 - ELKLAN Language builders
- High Quality Texts to read, share and discuss
 - Poetry Week each term

Further Intervention and Support

Fresh Start (Read Write Inc)

- Junior Language Link
- Beat Dyslexia

Wider Speaking and Listening Opportunities

- KS2 summer play (every 2 years), main roles
- Listen to external visitors linked to the wider curriculum
- Subject ambassadors have opportunities to work with subject leads and external subject advocates. They also have opportunities to present in assemblies and to School Governors
 - House captain and Vice Captain roles