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| **National Curriculum Objectives for Spoken Language**  The National Curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum and underpins the understanding of reading and writing. The following skills are highlighted in the national curriculum:   * 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 • 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. | | | |
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| **Early Years Foundation Stage Expectations:** | | | |
| Cognitive | Linguistic | Social and Emotional | Physical |
| To use ‘because’ to develop their ideas.  To make relevant contributions and asks questions.  To describe events that have happened to them in detail. | To use talk in play to practice new vocabulary.  To join phrases with words such as ‘if’, ‘because’ ‘so’ ‘could’ ‘but’. | To look at someone who is speaking to them.  To take turns to speak when working in a group. | To speak audibly so they can be heard and understood.  To use gestures to support meaning in play. |
| Teaching Ideas and Experiences:   * Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say ‘How can I help you today?’ ‘Yes, let me get that for you. One moment’. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. ‘Wow you sounded just like a grown up shopkeeper!’ * Support pupils’ understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. * Support pupils’ understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. ‘Perfect partners sit calmly and face each other when they are listening’. * Introduce new language and sentence stems through call and repeat, ‘my turn, your turn’. * Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. ‘tell your partner what you had for breakfast in a whisper … now tell me your favourite colour in a playground voice!’ * Build pupils’ confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow? * To speak to a partner during whole class teaching. * Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction. * Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend. | | | |
| **Year 1 Expectations:** | | | |
| Cognitive | Linguistic | Social and Emotional | Physical |
| To give an opinion or share a point of view and give a brief explanation of reasoning.  To be able to disagree with someone else’s opinion respectfully.  To ask a question to clarify understanding.  Explain an idea.  To re-tell a sequence of events in chronological order. | To use appropriate vocabulary according to the context of the situation – Eg, If role playing as a chef, use words like chopping, boiling, mixing, baking etc.  To use conjunctions to structure talk and join ideas and sequence ideas – Eg, Firstly, Finally, After that etc. | To work cooperatively and take turns to speak.  Listen respectfully to others without interrupting and contribute to discussion.  To begin to link ideas and build on what someone else has said.  Be open to changing ideas and opinions based on what someone else has said. | To use appropriate eye contact when working with others.  Speak audibly, so everyone can hear.  Turn body to the direction of the speaker.  Use facial expressions to demonstrate engagement with the speaker.  Vary the tone of voice to suit the context of speech.  Use body language and gesture to support meaning. |
| Teaching Ideas and Experiences:   * Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle. * Use visual aids to support pupils’ awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other. * Introduce pupils to the roles of the ‘builder’ and ‘challenger’. Equip pupils with sentence stems to fulfil each role. * As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. ‘I didn’t understand that so I’m going to ask a question to help me. What did you mean by X?’ * Draw pupils’ attention to the role that listening has in developing understanding. E.g. ‘Now that we have heard that, has anyone changed their mind?’ * To take part in small group discussions without an adult. * Engage in role play activities. * To be filmed speaking and use this for reflection. * To speak in front of a larger audience e.g. during an assembly | | | |
| **Year 2 Expectations:** | | | |
| Cognitive | Linguistic | Social and Emotional | Physical |
| To ask questions to find out more about a subject.  To build on others’ ideas in discussions.  To make connections between what has been said and their own and others’ experiences.  Ask questions to clarify meaning and extend understanding.  Offer appropriate responses in whole class and small group interactions/lessons. | To adapt how they speak in different situations according to audience.  To use sentence stems to signal when they are building on or challenging others’ ideas.  Use grammatically correct verb forms more accurately.  Make more specific vocabulary choices. | To start to develop an awareness of audience e.g. what might interest a certain group.  To be aware of others who have not spoken and to invite them into discussion.  Confident delivery of short pre-prepared material. | To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.  Adapt how speech is delivered to keep the attention of the audience.  Make eye contact with a small group or audience. |
| Teaching Ideas and Experiences:   * Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for ‘linking to’ and holding up one finger to emphasise their first point. * Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground. * Play games which encourage pupils to elaborate on their ideas, e.g. ‘tell me more’ or ‘just a minute’. * Use hot-seating and question tennis to develop pupils’ questioning skills. * Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them. * Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for ‘show and tell’ interesting for their peers. * Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom. * Participate in a short ‘show and tell’ session. * Perform a simple poem from memory. | | | |
| **Year 3 Expectations:** | | | |
| Cognitive | Linguistic | Social and Emotional | Physical |
| To ask questions to gain a more detailed understanding of a concept.  To add to and build on others’ ideas in a discussion.  To make connections between what has been said.  Summarise a group discussion briefly.  Respectfully reach a consensus in a discussion activity.  Give clear reasons to support a view and elaborate on these if necessary.  Begin to reflect on how talk could be improved. | To use increasingly specialist vocabulary.  To adapt speech in different situations to the audience.  To make more precise language choices.  To begin to use specialist language to describe their own talk and that of others.  Increasingly use standard English in more formal interactins. | To have increased audience awareness – vary the detail and choices of vocabulary.  To actively listen and to respond appropriately and respectfully to others.  To actively involve others by asking for their views and opinions.  Being aware of non-participation and acting on this. | Begin to think about posture when speaking to an audience.  Begin to project voice to suit different situations.  To deliberately and consciously vary the tone of voice of voice according to context.  Have clear pronunciation.  Regularly use gesture to support talk. |
| Teaching Ideas and Experiences:   * Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority. * Develop a shared language to describe talk in the classroom through creating a class set of ‘discussion guidelines’. These can be used as success criteria to support pupils to reflect on their discussions. * Introduce ‘Talk Detectives’ to support pupils to reflect on their talk and raise pupils’ awareness of what makes good discussion. * Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too. * Scaffold pupils’ summaries by allocating one student in a trio discussion the role of the ‘silent summariser’. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion. * Play ‘articulate’ with specialist subject vocabulary Experiences • Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. * Become a storyteller for an authentic audience. * Present to an audience of older or younger students. * Chair a discussion. * Hold a class meeting | | | |
| **Year 4 Expectations:** | | | |
| Cognitive | Linguistic | Social and Emotional | Physical |
| To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.  To ask probing questions.  To reflect on their own oracy skills and identify areas of strength and areas to improve.  Adapt spoken language to audience, purpose and context.  Express ideas and opinions with increasing relevant detail. | To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.  Use increasingly standard English in a range of formal situations.  Begin to use hypothetical language to consider alternate options. | To use more natural and subtle prompts for turn taking.  To be able to empathise with an audience.  To consider the impact of their words on others when giving feedback.  Speak with increased confidence. | Engage the interest of the listener by varying gesture, expression and tone of voice.  Speak loudly and clearly, ensuring the audience can hear and so they are engaged. |
| Teaching Ideas and Experiences:   * Introduce pupils to sentence stems to cite evidence and ask probing questions. * Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a ‘hook’ to grab the audience’s attention, rhetorical devices such list of three and rhetorical questions. * Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. * Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event. * When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group. * To use talk for a specific purpose e.g. to persuade or to entertain. * To speak in front of a larger audience of adults e.g. a group of eight. * To collaboratively solve a problem. • To speak with an unknown adult for a specific purpose, e.g. for market research or making an order. * To receive feedback from a peer or audience member on their oracy skills. * Create TV or Radio adverts. * Peer teaching. * Perform longer pieces of poetry by heart. | | | |
| **Year 5 Expectations:** | | | |
| Cognitive | Linguistic | Social and Emotional | Physical |
| To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying ‘my mum is a vegetarian so eating meat is wrong’ to be able to say ‘lots of people don’t eat meat because they believe killing animals is cruel’.  To identify when a discussion is going off topic and to be able to bring it back on track.  Sequence, develop and communicate more complex ideas in an ordered, logical way.  Show understanding of the main points of a discussion in some detail. | To use an increasingly sophisticated range of sentence stems with fluency and accuracy.  Use precise ‘shades’ of meaning to highlight subtle differences in text – Eg using trotted rather than ran to ‘paint’ a picture.  Use standard English in all appropriate situations. | Listening to others speak for extended periods of time.  To speak with flair and passion.  Garner the opinions of other by actively engaging them in conversation and seeking their views. | To project their voice to large audience.  For gestures to become increasingly natural.  Present to an audience using appropriate intonation, control of volume and by adapting expression and control. |
| Teaching Ideas and Experiences:   * Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. ‘That might be true, however what do you think about X?’ ‘It feels a bit like we are going off topic here. Let’s get back to X’. * Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals. * Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice. * Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: ‘I agree and I would like to add …’ ‘I would like to echo what X said because …’ ‘I see it in a similar way to X because …’ ‘I have a similar opinion because ...’ * Enter a debate competition. * BBC school report. * Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. * Leading a parents’ evening. * Compering a school talent show or event. * Slam poetry. * Stand-up comedy. | | | |
| **Year 6 Expectations:** | | | |
| Cognitive | Linguistic | Social and Emotional | Physical |
| To be able to put together a detailed argument to support a point of view.  Use subject knowledge to present measured, thoughtful responses which take into account other points of view.  To ask questions to clarify ideas and probe more deeply.  To be able to answer challenging questions with confidence. | To use a wide range of openers when building on what has been said or when challenging the views of others.  Use rhetorical devices to deliberate effect when trying to persuade others of a point of view.  To vary spoken sentence structure for effect.  To be able to use a wide range of specialist and well chosen language, which suits context and purpose. | Demonstrate sympathy and empathy towards others and be aware of the needs of the audience.  To be able to actively listen for extended periods of time.  To skilfully draw conversations back to topic if they are beginning to drift.  To demonstrate confidence and enthusiasm when engaging with the ideas of others.  To be aware of when an audience is losing concentration or becoming bored and to take appropriate action.  Use humour to engage where appropriate. | Use natural gestures to enhance speech.  Talk fluently with good eye contact when talking to a larger audience.  To consciously adapt tone, pace and volume to ensure meaning is clear.  Body language shows interest and active listening. |
| Teaching Ideas and Experiences:   * Play games like ‘just a minute’ to practise fluency when talking about a given topic e.g. climate change. * Practise ‘power poses’ to explore physical aspects of speaking. * Teach structures for building evidence-based arguments. * Give a speech to an audience of peers and adults. * Lead School Council. * Mentor or teach younger students. * Lead an assembly. * Act as a tour guides for prospective parents. * Record their own sports commentary. * Interview/ be interviewed | | | |