



## Speaking and Listening at The Stoke Poges School

Becoming confident speakers and being able to hold conversations are key skills that children need in later life. Speaking and listening activities also support reading and writing activities. Through our English teaching we will promote the following which we believe are important skills:

- To listen, evaluate, summarise and respect the opinions of others
- To speak expressively and confidently upon a range of topics through class discussion, debates and drama activities
- To provide a range of opportunities for children to talk and listen in formal and informal settings
- To use drama and role play to develop confidence when addressing an audience
- To use discussion to promote learning, and evaluation of opinions, through the use of asking and answering questions
- To create an environment in which children feel safe when speaking about their thoughts and feelings

Subject	Possible oracy strands
Maths	Reasoning, justifying statements, speculating, providing solutions and mathematical facts, clarifying and explaining, using talk to negotiate a solution
English	Standard English, performance – presentation role play – investigating character and plot, debate – characters' motivations
Science	Hypothesising, asking questions for investigation, challenging / debating others' viewpoints to reach a hypothesis
History / Geography	Demonstrating empathy with people involved in historic events e.g. WWII, Great Fire of London, performance and presentation of information learned drawing ideas together across a whole topic
RE / PSHE / Citizenship	Responding appropriately to the views of others, building on and challenging the views of others, presenting own ideas to a variety of audiences, analysing and considering the impact of non-verbal gestures



## Speaking and Listening Skills Ladder

National Curriculum Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught to:					
<b>Listen and respond appropriately to adults and their peers</b>	<ul style="list-style-type: none"> <li>Listen and respond to the speaker making simple comments and suggestions (verbal peer assessment, circle time)</li> </ul>	<ul style="list-style-type: none"> <li>Make helpful contributions when speaking in turns, in pairs and in smaller groups (science experiments, PE group activities, circle time, class meetings, think pair share)</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared. (jigsaw, science investigations, circle time, hot seating, listen and repeat)</li> </ul>	<ul style="list-style-type: none"> <li>Work in a variety of group situations following appropriate etiquette for group dynamics (group presentations, group work across all subjects, Jigsaw)</li> </ul>	<ul style="list-style-type: none"> <li>Show a clear understanding of the main points of a conversation / discussion. Make reference to other's comments when articulating their own ideas (debating, circle time, class discussions)</li> </ul>	<ul style="list-style-type: none"> <li>Participate in collaborative work, taking on board the ideas of others and adapting these to meet the needs of the group</li> <li>Be able to articulate and develop the speaker's ideas in different ways (whole class discussion, mock trial, negotiations, elections)</li> </ul>
<b>Ask relevant questions to extend their understanding and knowledge</b>	<ul style="list-style-type: none"> <li>Begin to ask questions that link clearly to the topic being discussed (literature circles, verbal problem solving in maths hot seating, contingent talking)</li> </ul>	<ul style="list-style-type: none"> <li>Show that the conversation is being followed through the questions being asked (hotseating, class discussions, games)</li> </ul>	<ul style="list-style-type: none"> <li>Generate questions to ask a specific speaker in response to a talk or conversation (listening and responding resources, interviews, hotseating, reading strategies, problem solving, science investigations)</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions in direct response to something heard or presented (debating, question time, hotseating)</li> </ul>	<ul style="list-style-type: none"> <li>Spontaneously ask questions in response to a conversation to develop ideas (all group activities, key question, reading strategies, bloom question starters)</li> </ul>	<ul style="list-style-type: none"> <li>Spontaneously ask questions which develop the conversation with their peers to take ideas or knowledge further (all group activities, key question, bloom question starters, reading strategies)</li> </ul>
<b>Use relevant strategies to build their vocabulary</b>	<ul style="list-style-type: none"> <li>Be encouraged to think of alternatives for simple vocabulary choices to broaden their known vocabulary (lines of intensity, vocabulary walls, synonym games, contingent talk)</li> </ul>	<ul style="list-style-type: none"> <li>Be encouraged to listen to and use new vocabulary to develop their own vocabulary and given opportunities to use this in meaningful ways (class reading, line of intensity, vocabulary walls, word of the day,</li> </ul>	<ul style="list-style-type: none"> <li>Be encouraged to develop their individual vocabulary using words they see and hear in their reading and across the curriculum (daily reading, word of the day, word webs, personal dictionaries, magpie wall, working wall)</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary within the correct context</li> <li>Discuss a wider range of topics which are unfamiliar to their own direct experiences (daily reading, word of the day, word webs, science presentations,</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary appropriately and for effect</li> <li>Use appropriate terminology linked to other curriculum subjects (daily reading, vocabulary walls, debating on subject themes, presentations,</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate terminology linked to other curriculum subjects</li> <li>Talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions (tier 2 and 3 vocabulary focus, daily reading,</li> </ul>

		synonym games, contingent talk, word webs)		debating, personal dictionaries, magpie wall, working wall)	verbal explanations, concept cartoons)	vocabulary wall, debating across all subjects, presentations, verbal explanations, freeze frames, hotseating, concept cartoons)
<b>Articulate and justify answers, arguments and opinions</b>	<ul style="list-style-type: none"> <li>Can answer questions clearly in sentences (open questioning, blooms question starters, science investigation, maths investigations)</li> </ul>	<ul style="list-style-type: none"> <li>Can give a reason for their answer when asked</li> <li>Are encouraged to explore why they have certain thoughts or opinions (circle times, debating, hotseating, RE/moral debates, science conclusions)</li> </ul>	<ul style="list-style-type: none"> <li>Can give answers to questions that are supported by justifiable reasons (persuasion activities, science conclusions, RE/moral debating, concept cartoons, hotseating, explain how you know questions)</li> </ul>	<ul style="list-style-type: none"> <li>Can support own ideas and opinions with explanation (concept cartoons, explanation activities, circle time, debates, elections, team work activities through all subjects, explain how you know questions)</li> </ul>	<ul style="list-style-type: none"> <li>Can present ideas/ opinions coherently, supported with reasons (Debating, hotseating, concept cartoons, explain how you know questions, class discussions)</li> </ul>	<ul style="list-style-type: none"> <li>Can sustain an argument and follow a train of thought, returning to the main ideas throughout the course of the conversation (debating, persuasions, concept cartoons, explain how you know questions)</li> </ul>
<b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressive feelings</b>	<ul style="list-style-type: none"> <li>Able to describe their immediate world and environment</li> <li>Can talk about themselves clearly and confidently (circle times, nature walks, 5 senses)</li> </ul>	<ul style="list-style-type: none"> <li>Can retell simple stories and recounts including the main points (presentations, news broadcasts)</li> </ul>	<ul style="list-style-type: none"> <li>Can develop ideas and feelings through sustained talk</li> <li>Can organise what they want to say so that it is clear to the listener (talk for a minute, presentations, debates)</li> </ul>	<ul style="list-style-type: none"> <li>Can organise what they want to say so that it is clear to the listener</li> <li>Can give descriptions / recall events or experiences / tell stories with some added detail to engage the listener (storytelling, presentations, science conclusions)</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about feelings, thoughts and ideas with some detail to make the meaning explicit</li> <li>Can present some information clearly and in an appropriate form for the listener (circle times, science investigations, presentations)</li> </ul>	<ul style="list-style-type: none"> <li>Can plan and present information verbally selecting the appropriate format and style to match the purpose</li> <li>Can sustain a longer conversation about a given topic (debating, presentations)</li> </ul>
<b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b>	<ul style="list-style-type: none"> <li>Can remain focused on a conversation even when not directly involved (class debates, hot seating)</li> </ul>	<ul style="list-style-type: none"> <li>Can remain focused on a conversation even when not directly involved and are able to recall the main points when questioned (class debates, hot seating, summarising)</li> </ul>	<ul style="list-style-type: none"> <li>Can ask questions to show they have followed a conversation (debates, question time, workshops and visitors, ask the expert)</li> </ul>	<ul style="list-style-type: none"> <li>Can contribute and ask questions to show they have followed a longer conversation for a sustained period of time (workshops and visitors, Q &amp; A, Ask the Expert, hotseating)</li> </ul>	<ul style="list-style-type: none"> <li>Can ask questions and summarise another person's contribution to a conversation (debating, hotseating)</li> </ul>	<ul style="list-style-type: none"> <li>Can summarise another person's contribution to a conversation adding in their own interpretation or opinion based on what they have heard (debating, hotseating)</li> </ul>

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	<ul style="list-style-type: none"> <li>Begin to offer ideas and suggestions based on what have been heard (in response to a story or poem being read / science experiment, contingent talks)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to offer ideas and suggestions based on what has been heard (predicting in a story or hypothesising what might happen in a science experiment)</li> </ul>	<ul style="list-style-type: none"> <li>Develop their own ideas about a topic and expand on them from using other people's contribution (persuasion, debating, presentation, science investigations)</li> </ul>	<ul style="list-style-type: none"> <li>Develop their own ideas about a topic and expand on them from using other people's contribution</li> <li>Adapt these ideas in light of new information (circle time, RE discussions, debating, hotseating)</li> </ul>	<ul style="list-style-type: none"> <li>Offer ideas and support these with carefully considered reasoning</li> <li>Be flexible and able to change their ideas as new information comes to light (persuasion, debating, presentations, science investigations, PSHE/RE discussions responding to the views of others)</li> </ul>	<ul style="list-style-type: none"> <li>Be flexible and able to change their ideas as new information comes to light</li> <li>Make reference back to their original thoughts providing either further evidence to support them or reasons for the change of focus (persuasion, debating, presentations, science investigations, PSHE/RE discussions responding to the views of others)</li> </ul>
Speak audibly and fluently with an increasing command of Standard English	<ul style="list-style-type: none"> <li>Can speak clearly when talking in class (imaginary journey, show and tell, debating, performance poetry, key questions)</li> </ul>	<ul style="list-style-type: none"> <li>Can speak clearly and in grammatically correct sentences (presentations, debating or persuasion)</li> </ul>	<ul style="list-style-type: none"> <li>Can speak to a wider audience (whole school in assembly, year group presentations)</li> </ul>	<ul style="list-style-type: none"> <li>Can adapt speaking style to suit the audience e.g. peers and HT (assemblies, presentations, debating, think pair share, performance poetry)</li> </ul>	<ul style="list-style-type: none"> <li>Can articulate thoughts clearly when presenting to a range of audience (assemblies, presentations, debating, think pair share, performance poetry, role play)</li> </ul>	<ul style="list-style-type: none"> <li>Can adopt a formal / informal tone as appropriate to the situation (assemblies, presentations, debating, think pair share, performance poetry, role play)</li> </ul>
Participate in discussions, presentations, performance, role play, improvisations and debates	<ul style="list-style-type: none"> <li>Know when it is their turn to speak in a simple presentation / discussion</li> <li>Take part in role play to find out about different characters and situations (role play, developing character through a prop from a text, debating, class discussions)</li> </ul>	<ul style="list-style-type: none"> <li>Take different roles in a drama /role play to explore how others felt about a character's actions (role play, hotseating, freeze frame)</li> </ul>	<ul style="list-style-type: none"> <li>Prepare and present information orally</li> <li>Participate in discussions by listening to others and building on what has been said</li> <li>Participate in drama and role play activities, beginning to show an understanding of a character's feelings and emotions (role play, drama, presentations)</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions by listening to others and building on what has been said</li> <li>Participate in drama, improvisation and role play, showing an understanding of a character by choice of vocabulary to indicate feelings or emotions (role play, hotseating, freeze framing)</li> </ul>	<ul style="list-style-type: none"> <li>Present information in a variety of ways to suit the audience</li> <li>Take an active role in discussions</li> <li>Participate in debates following appropriate etiquette and conventions (debating, role play, presentations)</li> </ul>	<ul style="list-style-type: none"> <li>Take an active role in discussions – taking on a range of specific roles and take responsibility for making sure that the discussion remains focused</li> <li>Perform to wider audiences combining words, gestures and movement</li> <li>Participate in debates following appropriate etiquette and conventions (presentations, drama, performance poetry, debating)</li> </ul>

<b>Gain, maintain and monitor the interest of the listener(s)</b>	<ul style="list-style-type: none"> <li>• Speak clearly so that the listener can hear what is said</li> </ul>	<ul style="list-style-type: none"> <li>• Organise thoughts into sentences before expressing them</li> <li>• Choose words carefully to add interest and detail (lines of intensity, debating, persuasion)</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully plan talks / presentations to ensure they fulfil their purpose and suit the needs of the listener (presentations, persuasive arguments, historical role play)</li> </ul>	<ul style="list-style-type: none"> <li>• Through careful planning, adapt language, tone and style to suit the purpose (lines of intensity, debating, persuasion, performance poetry)</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of the listener and adapt talk to maintain the listener's interest</li> <li>• Express and explain relevant ideas with some elaboration to make meaning explicit (lines of intensity, debating, persuasion, performance poetry, science hypothesising and concluding)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and control effective organisation of a talk to guide the listener</li> <li>• Adapt vocabulary, grammar and non-verbal features to maintain a listener's interest (lines of intensity, debating, persuasion, presenting, performance poetry, science hypothesising and concluding)</li> </ul>
<b>Consider and evaluate different viewpoints, attending to and building on the contributions of others</b>	<ul style="list-style-type: none"> <li>• Know that different people have different ideas and responses (debating, hotseating, freeze frame, circle time)</li> </ul>	<ul style="list-style-type: none"> <li>• Know that people have different ideas and responses and recognise that these are as valuable as their own (circle time, debating, hotseating, interviews)</li> </ul>	<ul style="list-style-type: none"> <li>• Take account of the viewpoints of others when offering responses (circle time, RE discussions, debates, historical role play, persuasion)</li> </ul>	<ul style="list-style-type: none"> <li>• Take account of the viewpoints of others when building their own arguments and offering responses (circle time, RE discussions, debating, historical role play, persuasion)</li> </ul>	<ul style="list-style-type: none"> <li>• Make reference to the viewpoints of others when planning and delivering an argument (debating, concept cartoons, science investigations, historical role play)</li> </ul>	<ul style="list-style-type: none"> <li>• Make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions (debating, science investigations, concept cartoons, explain how you know questions)</li> </ul>
<b>Select and use appropriate registers for effective communication</b>	<ul style="list-style-type: none"> <li>• Recognise how different speakers talk and identify some simple features (class reader, characterisations, hotseating)</li> </ul>	<ul style="list-style-type: none"> <li>• Notice how different speakers talk and consider why this might be the case (reader, characterisations)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how language choices vary in different situations (lines of intensity, modelled oracy)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how language choices vary in different situations</li> <li>• Begin to adapt suitable styles of delivery dependent on task/audience (lines of intensity, modelled oracy)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how language use varies in different situations</li> <li>• Begin to reflect this understanding in the choices they make for delivering a talk (oracy resources, lines of intensity, role play, presentations)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how language use varies in different situations</li> <li>• Reflect this understanding in the choices they make for delivering a talk (oracy resources, role play, presentations)</li> </ul>



## Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Questions Ask Understanding knowledge	Vocabulary Articulate Justify Answers Argument Opinions	Description Explanation Narrative Purpose Feelings Collaborative conversations Structured	Audibly Fluently Speculating Hypothesising Imagining ideas Exploring ideas	Gain interest Maintain interest Monitor interest Discussions Presentations Performance Improvisations Debate	Evaluations Consider Viewpoints registers