



# *Barrowby CE Primary School*

## Speaking and Listening Curriculum

### **Vision:**

This school values, and seeks to develop, children's spoken language skills. The ability to express oneself orally, in an appropriate manner, is an essential life skill. Our aim is for all children to be able to use spoken language effectively to communicate and understand the world around them.

### **Intent:**

"The way we communicate with others and with ourselves ultimately determines the quality of our lives." (Tony Robbins)

At Barrowby C of E Primary School it is our intention for children to:

- Express their opinions, articulate feelings and listen to and respond appropriately in a range of situations;
- Participate with different groups of children to present ideas with confidence, valuing the views of others;
- Speak audibly and confidently before an audience (for example when leading class and whole-school worship; when performing in school plays).
- Use a wide range of appropriate ambitious and subject specific vocabulary to convey their understanding.

### **Implementation:**

Approaches to teaching and learning encourage pupils to voice their ideas in small group and class discussions, as we recognise that sharing and explaining concepts with peers enhances learning. Oral rehearsal for sentence structure is a key aspect of all writing and grammar lessons. Staff model the use of higher-level vocabulary within their speech and expanding children's vocabulary is a key focus throughout the school and in all subjects. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context; on the subject curriculum planning and on displays. Contextual learning helps children to understand new words and supports them in including them in their work.

Our Reading lessons encourage pupils to explore unfamiliar vocabulary and expand their knowledge of words through the use of rich and varied texts carefully chosen to develop reading skills and language acquisition. Staff model correct grammar in speech and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly.

Drama is used across the curriculum to explore and engage children in their learning. This gives children the chance to embed vocabulary in shared activities. Each class leads worship once a year for parents and the whole school. Each year group participates in a production to develop oracy and public speaking skills.

For children with SEND and/or speech and language difficulties careful support is provided to aid the development of key speaking and listening skills in relation to need. These might be addressed through Speech and Language Therapy referral, support and intervention.

**Impact:**

In a safe and encouraging environment, children develop into confident communicators who illuminate the goodness in each other by listening, speaking with kindness and empathy and explaining with clarity and confidence. Children recognise that speaking and listening can lie at the heart of conveying character, and that through communicating effectively, misunderstandings can be addressed and relationships enhanced.

The quality of children's work will be enhanced through the use of ambitious and appropriate, subject specific vocabulary to convey their understanding.

## The Speaking and Listening Curriculum for Reception

	Autumn Term		Spring Term		Summer Term	
Unit	Listening, Questioning and Vocabulary	Public speaking, debating and performing Maintaining a listener's interest	Describe events and express feelings Discuss ideas within a group	Talking to embed understanding Speak audibly and fluently	Justifying- giving answers, arguments and opinions	Evaluate other's view point
	By the end of this unit:	By the end of this unit:	By the end of this unit:	By the end of this unit:	By the end of this unit:	By the end of this unit:
	<ul style="list-style-type: none"> <li>Children will listen attentively to others</li> <li>Respond to what they hear with relevant questions</li> <li>Offer own ideas in discussion using recently introduced and acquired vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Children will perform as part of group in front of an audience</li> <li>Children will develop the ability to be engaging and show excitement and enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>Children will show an understanding of their own feelings and those of others.</li> <li>Work and play cooperatively and taking turns with others.</li> </ul>	<ul style="list-style-type: none"> <li>Children will show understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary.</li> <li>Children will speak in a way that is clear and easy to understand (although there may still be some 'immaturities').</li> </ul>	<ul style="list-style-type: none"> <li>Children will clearly explain the reasons for rules.</li> </ul>	<ul style="list-style-type: none"> <li>Children will comment and discuss other's point of view.</li> </ul>
Step	In all lessons:	Through Christmas Show:	In all lessons:	In all lessons:	In PSHCE:	Across the curriculum:
1	<p><b>Listening:</b> Look at who's talking to them and think about what they are saying.</p> <p>Demonstrate attentive listening and express simple views on a subject.</p> <p>Listen and understand instructions about what they are doing,</p>	<p><b>Public speaking, debating and performing:</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p><b>Describe events and express feelings:</b> Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from teacher.</p>	<p><b>Talking to embed understanding:</b> Offer explanations as to why things might happen, making use of recently introduced vocabulary from stories, rhymes, and poems.</p>	<p><b>Justifying- giving answers, arguments and opinions:</b> Know right from wrong and behaving accordingly. Articulate this through explanations.</p> <p>Explain why we need rules.</p>	<p><b>Evaluate other's view point:</b> Respond to stories, film, foundation subject lesson about significant people by explaining other's point of view.</p>

	<p>whilst doing it.</p> <p>Show an ability to follow instructions involving several ideas or actions.</p>		<p>Describe the environment using knowledge from observation, discussion, books, maps etc.</p>			
2	<p><b>Questioning:</b> Respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group activities.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p><b>Maintaining a listener's interest:</b> Show excitement, sadness, happiness or confusion when talking.</p>	<p><b>Discuss ideas within a group</b> Hold conversations when engaged in back and forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one to-one discussions.</p>	<p><b>Speak audibly and fluently:</b> Use well-formed sentences, including longer sentences with more detail.</p> <p>Join clauses with conjunctions.</p>		
3	<p><b>Vocabulary:</b> Offer their own ideas in discussion, using recently introduced vocabulary.(see subject curriculum documents for new vocabulary introduced and taught)</p>					
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## The Speaking and Listening Curriculum for Year 1

	Autumn Term		Spring Term		Summer Term	
Unit	Listening, Questioning and Vocabulary	Public speaking, debating and performing Maintaining a listener's interest	Describe events and express feelings Discuss ideas within a group	Talking to embed understanding Speak audibly and fluently	Justifying- giving answers, arguments and opinions	Evaluate other's view point Using appropriate registers
	By the end of this unit: <ul style="list-style-type: none"> <li>Children will consistently understand instructions.</li> <li>Children will ask simple questions</li> <li>Children will understand that words can be put in groups and give examples.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will perform/sing/narrate a part in a nativity performance.</li> <li>Children will begin to use voice dynamics and expression for effect.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will describe events- real and imagined.</li> <li>Children will hold simple conversations</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will verbalise, use words and sentences appropriate to the situation.</li> <li>Children will use speech that is consistently clear and easy to understand.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will use language to reason and explain.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will respond appropriately to situations.</li> <li>Children will begin to distinguish between audiences e.g. adults/ children and speak appropriately.</li> </ul>
Step	In all lessons:	Through KS1 Nativity:	In all lessons:	In all lessons:	In all lessons:	In all lessons:
1	<b>Listening:</b> Consistently Understand and follow simple 2 and 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop.  Understand 'how' and 'why' questions.	<b>Public speaking, debating and performing:</b> Use character voices in context.  Contribute to discussions making comments relevant to the topic.	<b>Describe events and express feelings:</b> List events with detail.  Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing.	<b>Talking to embed understanding:</b> Engage in imaginative play and act out stories and improvisations verbalising and using words, phrases and sentences appropriate to the situation.	<b>Justifying- giving answers, arguments and opinions:</b> Use language to express opinion and explain e.g. "I want to go and build a snowman because it's snowing and it's fun."	<b>Evaluate other's view point:</b> Respond to what they hear with relevant comments.

2	<p><b>Questioning:</b> Extend understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...?</p>	<p><b>Maintaining a listener's interest:</b> Vary voice for effect e.g. "I <i>really</i> want a dog for Christmas."</p>	<p><b>Discuss ideas within a group:</b> Start conversations and join in with them.</p> <p>Behaves appropriately during interactions and demonstrate use of some non-verbal gestures – looking, posture, turning towards the speaker.</p> <p>Give details that they know are important and will influence the listener.</p> <p>Uses language to ask, negotiate, express opinions and feeling</p>	<p><b>Speak audibly and fluently:</b> Use a range of conjunctions to join clauses and sentences and help to explain and justify events e.g. so, because, if so when</p>	<p><b>Justifying- giving answers, arguments and opinions:</b> Show that they can use language to reason and persuade.</p>	<p><b>Using appropriate registers:</b> Use a more formal tone with the adults in school.</p>
3	<p><b>Vocabulary</b> Understand and use a range of words to describe the ideas of time, shape, texture and size. Select specific words to make the meaning clearer. e.g. "I'm going to play with the red spotty ball and then the blue one."</p>					

## The Speaking and Listening Curriculum for Year 2

Autumn Term		Spring Term		Summer Term		
Unit	Listening, Questioning and Vocabulary	Public speaking, debating and performing Maintaining a listener's interest	Describe events and express feelings Discuss ideas within a group	Talking to embed understanding Speak audibly and fluently	Justifying- giving answers, arguments and opinions	Evaluate other's view point Using appropriate registers
	By the end of this unit: <ul style="list-style-type: none"> <li>Children will listen to others and summarise the main points.</li> <li>Children will ask lots of questions to find out specific information.</li> <li>Children will use newly introduced topic words appropriately in a sentence.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will take on and work in a role.</li> <li>Children will use voice and expression to engage the listener.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will express personal feelings or recounts with clarity.</li> <li>Children will sustain attention of the listener in group discussions.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will use appropriate words, phrases and sentences.</li> <li>Children will speak clearly using more sophisticated language.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will use more complicated grammar to explain or justify.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will recognise that there are other viewpoints.</li> <li>Children will know that they use different styles of 'talk' with different people.</li> </ul>
Step	In all lessons:	Through KS1 Nativity:	In all lessons:	In all lessons:	Across the curriculum:	In school life:
1	<b>Listening:</b> Understand complex 2 to 3 part instructions e.g. 'with your partner, decide which character from the book you would most like to be friends with and explain why.'	<b>Public speaking, debating and performing:</b> Take on some characteristics and/or the voice of the character being played.  Extend simple roles by expressing emotions.  Contribute purposefully to discussions and is able to use imaginative and adventurous vocabulary.	<b>Describe events and express feelings:</b> Begin to make connections between ideas and thoughts e.g. "I liked this because..."	<b>Talking to embed understanding:</b> Express character's thoughts and feelings in imaginative play and use words, phrases and sentences appropriately.	<b>Justifying- giving answers, arguments and opinions:</b> Give reasons for opinions using more sophisticated grammar e.g. "it was fun and even the grumpy old man was laughing so I'd like to go again."	<b>Evaluate other's view point:</b> Make a simple comment in response to others' viewpoint and say whether they agree/disagree.

2	<p><b>Questioning:</b> Form questions clearly to find out lots of or specific information e.g. What...? When...? Why...?</p>	<p><b>Maintaining a listener's interest:</b> Change voice and use expression to engage their listener and keep them interested e.g. when reading aloud, discussing and debating etc.</p>	<p><b>Discuss ideas within a group:</b> Use eye contact.  Ask questions to involve and engage others.</p>	<p><b>Speak audibly and fluently:</b> Use more sophisticated language to explain, justify and relay new information.  Use more complicated grammatical structures.</p>		<p><b>Using appropriate registers:</b> Use different styles of talk with different people e.g. with friends (yeah, nice one) and teachers (yes, I'm happy with my writing) and is able to greet visitors appropriately.</p>
3	<p><b>Vocabulary:</b> Ask for the meaning of unknown words  Use new vocabulary/ topic specific vocabulary correctly and appropriately in lessons.</p>					



## The Speaking and Listening Curriculum for Year 3

	Autumn Term		Spring Term		Summer Term	
Unit	Listening, Questioning and Vocabulary	Talking to embed understanding Speak audibly and fluently	Describe events and express feelings Discuss ideas within a group	Public speaking, debating and performing Maintaining a listener's interest	Justifying- giving answers, arguments and opinions	Evaluate other's view point Using appropriate registers
	By the end of this unit: <ul style="list-style-type: none"> <li>Children will listen and respond to others making connected comments.</li> <li>Children will ask relevant questions in a widening variety of situations.</li> <li>Children will use newly introduced vocabulary appropriately.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will explore and imagine feelings in real life situations and in stories.</li> <li>Children will speak audibly and fluently about a range of events.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will express feelings or recount experiences with clarity.</li> <li>Children will keep talk purposeful and stay on topic.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will act in and sustain a role for longer periods of time.</li> <li>Children will recognise when the audience's interest in waning and use expression to engage interest.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will articulate and justify opinions in response to learning.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will listen to and respect other's views and preferences.</li> <li>Children will make more formal language choices, with support.</li> </ul>
Step	In lessons:	In English lessons:	In lessons:	Through Easter production/ Colsterworth Performing Arts Festival	In English/ RE lessons:	Across the curriculum:
1	<p><b>Listening:</b> Make connected comments and begin to extend points made by others.</p> <p>Understand the key point they need to focus on in order to answer a question or follow an instruction and begin to decipher between more and less important information.</p>	<p><b>Talking to embed understanding:</b> Express views and feelings and show confidence to speculate on a range of possible outcomes.</p>	<p><b>Describe events and express feelings:</b> Make clear connections between ideas or thoughts e.g. "I liked this because....it reminded me of..."</p> <p>Tell a story with key, important components.</p>	<p><b>Public speaking, debating and performing:</b> Add greater detail to a role or character.</p> <p>Present and structure information in different ways.</p>	<p><b>Justifying- giving answers, arguments and opinions:</b> Begin to articulate and justify ideas and opinions on a character, event or situation in response to a question or prompt</p>	<p><b>Evaluate other's view point:</b> Agree next steps to take, and consider alternatives e.g. "That didn't work. Why don't we try...?"</p>
2	<p><b>Questioning:</b> Ask questions in different situations e.g. 1:1, of a visitor, during topic work, with a partner or group,</p>	<p><b>Speak audibly and fluently:</b> Following experiences and events, can speak</p>	<p><b>Discuss ideas within a group:</b> Use gestures and intonation to enhance meaning.</p>	<p><b>Maintaining a listener's interest:</b> Explain ideas in a manner appropriate to the listener.</p>		<p><b>Using appropriate registers:</b> Use more formal language when speaking to visitors and staff e.g.</p>

	<p>during a visit out of school etc.</p> <p>Be aware of when a message is unclear and ask for further explanation.</p>	<p>clearly and fluently about what has happened.</p>	<p>Be aware of what the listener knows already and check their understanding while telling a story/ recounting an experience.</p> <p>Take turns to talk, listen and respond in pairs of small groups.</p> <p>Use language they hear other people using.</p> <p>Exaggerate in an implausible way to make things exciting.</p>	<p>Change voice and use expression to engage the listener and keep them interested.</p>		<p>composing a question for a visitor, presenting an argument to persuade the Headteacher, expressing an opinion in a debate.</p>
3	<p><b>Vocabulary:</b> Use new topic related words and more adventurous vocabulary.</p> <p>Compare words.</p>					

## The Speaking and Listening Curriculum for Year 4

The Speaking and Listening Curriculum for Year 4						
	Autumn Term		Spring Term		Summer Term	
Unit	Listening, Questioning and Vocabulary	Talking to embed understanding Speak audibly and fluently	Describe events and express feelings Discuss ideas within a group	Public speaking, debating and performing Maintaining a listener's interest	Justifying- giving answers, arguments and opinions	Evaluate other's view point Using appropriate registers
	By the end of this unit: <ul style="list-style-type: none"> <li>Children will, when listening to others, decipher important information.</li> <li>Children will recognise the difference between open and closed questions.</li> <li>Children will use a wide range of verbs and adverbs.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will make inferences,</li> <li>Children will use complex sentences.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will present information or personal feelings in a structured way.</li> <li>Children will adapt their language to suit their audience.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will show an understanding of the character through speech.</li> <li>Children will explain ideas in a manner appropriate to the listener.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will justify their opinion in response to a question or a prompt</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will make expanded comments.</li> <li>Children will recognise situations in which they should use formal language.</li> </ul>
Step	In lessons:	In lessons:	In Science/PE lessons	Through Easter production/ Colsterworth music festival	In lessons:	Throughout the curriculum:
1	<b>Listening:</b> Make relevant and related to comments about what they hear.  Return to a key point and elaborate.	<b>Talking to embed understanding:</b> Make predictions and speculate on the possible outcomes based on the information given.  Make inferences within a wide range of situations- both familiar and unfamiliar	<b>Describe events and express feelings:</b> Express their feelings and share recounts including key ideas and highlighting what is important.  Sequence events from a scientific experiment or observation.  Explain how they feel about an issue and give reasons.	<b>Public speaking, debating and performing:</b> Sustain a role/ scenario and show 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.	<b>Justifying- giving answers, arguments and opinions:</b> Articulate and justify opinion on a character, event or situation.  Respond to questions and prompts.	<b>Evaluate other's view point:</b> Make more detailed comments with supporting detail in response to others' viewpoints and say whether they agree or disagree.

2	<p><b>Questioning:</b> Identify open and closed questions</p> <p>Use and apply open and closed questions appropriately.</p>	<p><b>Speak audibly and fluently:</b> Use complex sentences to communicate clearly and explain further.</p>	<p><b>Discuss ideas within a group:</b> Adapt language to engage and suit the audience.</p> <p>Use appropriate vocabulary for the audience</p> <p>Use intonation to engage, eye contact and well used gestures.</p>	<p><b>Maintaining a listener's interest:</b> Recognise when the listener is losing interest and use intonation and expression to engage interest.</p> <p>Explain ideas in a manner appropriate to the listener.</p>		<p><b>Using appropriate registers:</b> In familiar situations, recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.</p>
3	<p><b>Vocabulary:</b> Use a wide range of verbs and adverbs within everyday and more formal speech and begin to understand the effect e.g. " I used sprinted instead of ran because it tells you more"</p>					

## The Speaking and Listening Curriculum for Year 5

	Autumn Term		Spring Term		Summer Term	
Unit	Listening, Questioning and Vocabulary	Talking to embed understanding Speak audibly and fluently	Describe events and express feelings Discuss ideas within a group	Public speaking, debating and performing Maintaining a listener's interest	Justifying- giving answers, arguments and opinions	Evaluate other's view point Using appropriate registers
	By the end of this unit: <ul style="list-style-type: none"> <li>Children will respond to others with relevant comments and add challenge where appropriate.</li> <li>Children will pose thoughtful questions.</li> <li>Children will evaluate the effectiveness and impact of their word choices.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will use growing language to speculate and hypothesise.</li> <li>Children will use intonation linked to grammar.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will present information coherently.</li> <li>Children will stay on topic in discussion</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will develop a role</li> <li>Children will understand the importance of intonation and expression.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will articulate clearly and justify more complex ideas.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will interpret and respond to different viewpoints by making relevant comments</li> <li>Children will select the appropriate register in a familiar situation.</li> </ul>
Step	In English/Maths lessons:	In all lessons:	In lessons:	Through class worship:	In PSHCE:	In lessons:
1	<p><b>Listening:</b> Listen to and respond to others by making contributions that are relevant and may challenge their ideas.</p> <p>Pose thoughtful alternatives that extend peers' thinking.</p>	<p><b>Talking to embed understanding:</b> Use vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</p>	<p><b>Describe events and express feelings:</b> Present information or personal feelings coherently, selecting memorable details including specific vocabulary.</p>	<p><b>Public speaking, debating and performing:</b> Understand character, respond differently and display different 'sides' to them, depending on the situation.</p> <p>Present information clearly using relevant ideas and vocabulary that is specific.</p>	<p><b>Justifying- giving answers, arguments and opinions:</b> Justify more complex opinions and answers about a character, event or situation by articulating clearly.</p>	<p><b>Evaluate other's view point:</b> Build on the contributions of others in conversation.</p>
2	<p><b>Questioning:</b> Identify when they don't understand and be specific about what additional information they need.</p>		<p><b>Discuss ideas within a group:</b> Stay on topic and begin to be more selective about how much and which details to include in</p>	<p><b>Maintaining a listener's interest:</b> Change volume or tone to refocus and grab the listener's attention.</p>		<p><b>Using appropriate registers:</b> Collaborate with peers in a lesson, without direct adult supervision to organise a group game</p>

			order to keep the listener interested. Keep conversations going with a range of people in different situations.	Add/remove detail depending on the needs of the listener.  Understand the interests of the listener.		while keeping the tone friendly yet efficient and explain the rules clearly.
3	<p><b>Vocabulary:</b> Use a range of words related to time and measure.</p> <p>Use a wide range of verbs to express thoughts and explain cause and effect.</p> <p>Evaluate the effectiveness and impact of their own and others' word choices e.g. adverbs, use of imperative verbs in persuasive speeches, arguments and debates.</p>					

## The Speaking and Listening Curriculum for Year 6

	Autumn Term		Spring Term		Summer Term	
Unit	Listening, Questioning and Vocabulary	Talking to embed understanding Speak audibly and fluently	Describe events and express feelings Discuss ideas within a group	Evaluate other's view point Using appropriate registers	Justifying- giving answers, arguments and opinions	Public speaking, debating and performing Maintaining a listener's interest
	By the end of this unit: <ul style="list-style-type: none"> <li>Children will listen attentively and comment positively.</li> <li>Children will use different types of questions to suit different situations.</li> <li>Children will evaluate the effectiveness and impact of their own and other's word choices.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will use a wide range of vocabulary to speculate about outcomes in narrative and real life situations.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will adapt the structure of talk in ways which support meaning.</li> <li>Children will structure their talk to meet the needs of the listener.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will interpret and respond to different viewpoints.</li> <li>Children will adapt language style in a range of situations.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will articulate clearly and justify more complex opinions.</li> </ul>	By the end of this unit: <ul style="list-style-type: none"> <li>Children will confidently demonstrate the ability to adapt a character to different scenarios.</li> <li>Children will vary delivery and tone.</li> </ul>
Step	In lessons:	In lessons:	In lessons:	Within pupil led clubs:	In PSHCE:	End of year production:
1	<p><b>Listening:</b> Make observant suggestions and challenges to others when they speak.</p> <p>Notice and comment on what is said and how it is said. E.g. understanding sarcasm.</p>	<p><b>Talking to embed understanding</b> <b>Speak audibly and fluently:</b> Cause and effect, possibility, prediction, presume, suppose, conclude, guess, infer, estimate, deduce, expect.</p>	<p><b>Describe events and express feelings:</b> Show attention to the listener.</p> <p>Summarise and report back.</p> <p>Tell elaborate and entertaining stories.</p>	<p><b>Evaluate other's view point:</b> Build on contributions of others' and formulate questions to deepen understanding.</p>	<p><b>Justifying- giving answers, arguments and opinions:</b> Elaborate on ideas taking notice of the opinion of others.</p>	<p><b>Public speaking, debating and performing:</b> Sustain a role effectively.</p> <p>Confidently vary grammar and vocabulary to suit the audience, purpose and/or context.</p>
2	<p><b>Questioning:</b> Use open, closed and rhetorical questions.</p>		<p><b>Discuss ideas within a group:</b> Make well chosen comments with relevant details.</p> <p>Use appropriate language choices.</p>	<p><b>Using appropriate registers:</b> Respond top different situations by adapting language style and register.</p> <p>Effectively argue their point in a discussion</p>		<p><b>Maintaining a listener's interest:</b> Use tone to match the needs of the audience.</p>

			Share clear and succinct information and range of non verbal gestures	without becoming emotional.  Maintain control of their tone, language and responses.  Adapt speech depending on audience (formal/informal)		
3	<p><b>Vocabulary:</b> Consider alternative word choices. Explain why words/phrases have been adapted for an argument.</p> <p>Know that words can have more than one meaning.</p>					
4						