

Speaking and Listening Progression Document – St Nic’s

Speaking and listening skills are fundamental to children's progress in all areas of the curriculum and within their life journey, and the need for effective and respectful oral communication is vital to help us understand each other and develop and enhance life skills.

Intent

St Nic’s values and seeks to develop children's speaking and listening skills as an integral part of the school curriculum and prepare children to establish positive relationships inside and outside the school with the ability to actively listen carefully and respectfully to others, considering different points of view, and become confident speakers who understand that what they have to say and how they express ideas is important. We seek to ensure that children talk about what they learn and also have opportunities to speak confidently on subjects that matter to them. Our intent is to:

- To develop children's speaking and listening skills through a wide range of opportunities.
- To value everyone’s contributions during discussions.
- To encourage all children to listen carefully, respectfully and actively to others, valuing and responding to other’s viewpoints and opinions, developing their empathy skills.
- To enable children to speak audibly, clearly and confidently in 1 to 1, group and whole class situations in a variety of contexts.
- To support those who find speaking and listening more of a challenge through an inclusive and respectful approach, taking account of differing needs on a one to one basis.
- To help children understand how to adapt their use of language, varying use in relation to purpose and audience and to discuss issues with others in a respectful manner, showing respect of differing viewpoints.
- To encourage children to develop proficiency in Standards English as well as promote a respect for other languages and dialects.
- To raise children's writing through their ability to initially express themselves effectively orally in order to produce writing of a higher quality.
- To raise children’s language comprehension through a focus on vocabulary and discussion within the classroom, through books and key vocabulary shared and discussed across the curriculum.

Implementation

Approaches to teaching and learning, including a focus on drama, role play and storytelling, encourage children to voice their ideas in small group, large group and whole class situation, appreciating and showing respect for different points on view, discussing respectfully where views differ. We appreciate and understand that discussing issues with peers enhances learning.

Staff model the use of higher level vocabulary within their speech and expanding children's vocabulary is a key focus from EYFS up. Subject specific vocabulary is embedded across the curriculum through teacher modelling in context. Contextual learning helps children to understand new words and supports them in including them in their work.

Regular guided and whole class reading sessions encourage children to explore unfamiliar vocabulary and expand their knowledge of words. Staff model correct grammar in speech and encourage children to reflect this in their use of spoken and written language. Children are regularly given the opportunity to orally rehearse ideas for writing.

Daily reading out loud sessions within all classes gives regular opportunities for children to practise listening, talking and discussing respectfully whilst understanding new vocabulary in context.

Drama is used across the curriculum in meaningful ways to engage and deepening understanding, giving children the opportunity to embed vocabulary in shared activities. Use of the No Outsiders picturebook scheme across the school encourages respectful discussion through speaking and listening about a diverse range of themes that helps to aim that St Nic's children become responsible and respectful citizens who listen to others and speak with confidence.

At least once each term, each class leads an assembly to the school, with children encouraged to explain their ideas and thoughts clearly. Children in Foundation and Key Stage 1 take part in a nativity play each Christmas, with Year 2 children encouraged to have a speaking part, whilst in Key Stage 2, the year 6 production provides opportunities to perform to an audience.

Impact

In a safe, inclusive and encouraging environment, children develop into effective communicators who listen and speak with kindness, empathy and respect to each other and learn to speak with confidence and clarity. Children recognise that the way we listen and speak to each other has a huge impact on how we are heard and viewed and understand that through listening and speaking with respect and empathy, misunderstandings can be addressed, and relationships enhanced.

Speaking and Listening End of Year Milestones

	Listening and Understanding	Speaking	Being Imaginative and Expressive
EYFS	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • 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 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

	Year 1 Statutory POS	Year 1 Non-statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non-statutory guidance and overviews	Year 3 - 4 Statutory POS	Year 3 - 4 Non-statutory guidance and overviews	Year 5 - 6 Statutory POS	Year 5 - 6 Non-statutory guidance and overviews
hear, listen to and discuss stories and what is read to them	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> discussing the significance of the title and events <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>	<p>[Pupils] will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.</p> <p>pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum.</p> <p>Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.</p> <p>By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction.</p> <p>Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects</p>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by: []</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>develop positive attitudes to reading and understanding of what they read by: listening to and discuss a wide range of stories, poems, plays and information books; this should include whole books.</p> <p>[All] pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p> <p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>[All] pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>	<p>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</p>
develop oral vocabulary and grammatical structures	<p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.</p>	<p>Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p>	<ul style="list-style-type: none"> discussing their favourite words and phrases 	<p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>				<p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p> <p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p>
retelling stories (becoming very familiar with	<p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular</p>		<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>			

	<p>characteristics [N.b. this could include acting them out as the Y2 overview refers to Y1 having done this]</p> <p>recognising and joining in with predictable phrases</p>							
Reciting by heart	<p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 		<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>		<p>develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.</p>	<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> learning a wider range of poetry by heart 	
Discuss word meanings (and language)	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> discussing word meanings 	<p>once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.</p>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary 		<p>develop positive attitudes to reading and understanding of what they read by:</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>		<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</p>
rules for effective discussion				<p>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.</p>		<p>Pupils [] should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>		<p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p>
role play		<p>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>		<p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p> <p>Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p>				

Discuss their own writing (using metalanguage)			The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.		read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.			
Drama, formal presentations, discussion and debate and performance					encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.	Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications.	Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.
oral rehearsal for composition		write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it discuss what they have written with the teacher or other pupils	Pupils should be taught to: consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	year 2 should be able to compose individual sentences orally and then write them down.	discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.		Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.
Oral reading for awareness of audience needs (See also reciting)	read aloud their writing clearly enough to be heard by their peers and the teacher.		read aloud what they have written with appropriate intonation to make the meaning clear.				Pupils should be able to prepare readings, with appropriate intonation to show their understanding. Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: preparing 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	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
reading and listening to increase vocabulary and grammar of standard English				Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English.	Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Pupils should be beginning to understand how writing can be different from speech.		
Discuss their own writing (using metalanguage)			The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.		read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.			