

St Michael's CE (VA) Junior School

Speaking and Listening Curriculum

Our reading curriculum fulfils the requirements of the National Curriculum (and more) and is fully inclusive to every child; it ensures the progressive development of knowledge and key spoken language and listening skills across all curriculum areas. The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

At St Michael's, we ensure the continual development of pupils' confidence and competence in spoken language and listening skills through carefully planned speaking and listening opportunities in all lessons. Pupils will develop the capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and they are encouraged to build secure foundations by using discussion to probe and remedy their misconceptions. Our pupils are taught to understand and use the conventions for discussion and debate. They participate in and gain knowledge, skills and understanding associated with the artistic practice of drama and are taught how to adopt, create and sustain a range of roles and to respond appropriately to others in role. Our pupils are regularly given opportunities to put their spoken language skills into action. Some examples include: class assemblies, talk partners, peer review, involvement in wider community projects, hustings for House Captains (Year 6) and class representatives and presentations to wider audiences and/or in different venues.

Our children develop their knowledge and skills in speaking and listening over four years of teaching at St Michael's. Children of all abilities become more eloquent speakers and more proficient listeners. The most disadvantaged children and children with SEND are given the knowledge and cultural capital they need to succeed in life. Over the four years of Key Stage 2, our pupils demonstrate resilience and display a can-do attitude when presented with spoken language challenges.

The English subject leader is responsible for the monitoring and evaluation of reading at St Michael's and information from the monitoring and evaluation then forms the basis of the impact assessment for that curriculum area. Judgements on the impact of the speaking and listening curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Lesson scrutiny, pupil voice discussions and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

Teachers will regularly form judgements about how speaking and listening skills are developing in each pupil based on both teacher assessment. This is communicated to parents through parent consultations and will be alluded to in end of year reports .

National Curriculum Objectives for KS2 Speaking and Listening

The progression of key reading skills specified in the National Curriculum have been organised into a logical progression in the Jonathan Bond Planning Toolkit, used by us and many schools in Essex and beyond.

	Year 3	Year 4	Year 5	Year 6
Speaking	<ul style="list-style-type: none"> • Speak fluently in sentences and without hesitation • Annotate poems and stories and perform them • Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion 	<ul style="list-style-type: none"> • Justify a view by giving reasons and evidence • Tell a story which is clear, structured and detailed • Use formal/informal registers when appropriate 	<ul style="list-style-type: none"> • Present a well structured, persuasive argument including reasons and evidence • Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener • Use language fluidly to speculate, hypothesise, imagine and explore ideas 	<ul style="list-style-type: none"> • Give and justify an opinion in an appropriate manner • Agree and disagree constructively with others' views • Monitor the effect of their talk on the listener and adapt it in response
KNOWLEDGE	<ul style="list-style-type: none"> • To know that to be 'fluent' in a language means to express oneself easily, accurately and articulately . • To know that an annotation is a note by way of explanation or comment added to a text or diagram. • To know that a satisfying conclusion is when a text has an ending that meets our expectations . • To know that register is the level of formality in language that is determined by the context in which it is spoken or written. • To know that repetition is the action of repeating something that has already been said or written. • To know that recapping is to state something again that has previously been said or written down. • To know that to speculate means to form your own theory about a subject without firm evidence. • To know that 'in an appropriate manner' means a way that is suitable or acceptable for a given situation 			

	<p>and be able to give examples.</p> <ul style="list-style-type: none"> To know that a 'constructive' agreement or disagreement is one that has or is intended to have a useful or beneficial purpose. 			
Listening	<ul style="list-style-type: none"> Hold a conversation with peers and adults Evaluate the effectiveness of others' performances Evaluate the effectiveness of others' presentations 	<ul style="list-style-type: none"> Make notes when listening Recognise and analyse formal/informal registers when listening Ask relevant questions after listening to build understanding 	<ul style="list-style-type: none"> Analyse the use of persuasive language in different contexts Analyse techniques designed to engage the listener Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective 	<ul style="list-style-type: none"> Make notes when listening for a sustained period Identify and adopt the features of formal register Analyse and evaluate a range of successful speakers for useful techniques
KNOWLEDGE	<ul style="list-style-type: none"> To know what makes a performance engaging/interesting. To know what makes a presentation effective. To know that an informal register is the use of language that has a relaxed, friendly or unofficial style, manner or nature. To know that a formal register is the use of language that is characterised by more elaborate grammatical structures and more conservative and technical vocabulary. To know that to persuade means to induce or cause someone to do or believe something through reasoning or argument. To know what language can be used to persuade. To know that to engage a listener means to occupy or attract their attention or interest. To know that a question is defined as a sentence that seeks an answer for the purpose of information collection and that good questions produce accurate responses. To know that there are different types of questioning and be able to name these: 			

	<ol style="list-style-type: none"> 1. Open – a question that cannot be answered with ‘yes’ or ‘no’ or a static response. 2. Closed – a question where the asker provides options for the respondent to choose from. 3. Rhetorical – a question for which the questioner does not expect a direct answer – it is designed for starting off a discourse or for putting across the speaker’s opinion. 4. Leading – a question that prompts or encourages the answer wanted. 5. Probing - a question that helps to get a person to talk about their personal opinions and feelings and which promotes critical thinking. 6. Challenging – a question which really tests one’s abilities, which is provocative and/or demanding. 7. Reflective – a question which requires deep thought, including feedback and self-assessment questions. <ul style="list-style-type: none"> • To be able to refer to a number of famous speeches and speakers. 			
Discussion	<ul style="list-style-type: none"> • Disagree politely with peers • Take responsibility for and contribute to the success of a group activity • Discuss a wider range of feelings and emotions 	<ul style="list-style-type: none"> • Use inclusion techniques in a group e.g. questions, eye contact, people’s names • Address alternative opinions in discussion • Help to organise work in a group to ensure success 	<ul style="list-style-type: none"> • Plan and manage a group task over time • Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group • Use a range of question types in discussion and conversation 	<ul style="list-style-type: none"> • Use the conventions and language of formal debate • Successfully counter another argument during a debate or discussion • Consider, evaluate and build on different viewpoints during debates and discussions
KNOWLEDGE	<ul style="list-style-type: none"> • To know that the roles in a group may include leader, clarifier, note-keeper/scribe, time keeper,mentor, devil’s advocate, challenger, reporter, coordinator, evaluator. • To know that an inclusion technique is a way of ensuring that all members of a group are involved and feel valued in a discussion. • To know a range of question types – see above. • To know the language associated with formal debate – see list below. 			

	<ul style="list-style-type: none"> • To know that to compromise means to reach an agreement or settlement of a dispute by each side making concessions or finding a middle ground. • To know that to consider a consequence means to think about a result or effect. • To know that to counter argue means to come up with an argument or a set of reasons to oppose an idea or theory developed in another argument. • To know that to evaluate a differing viewpoint means to form an idea of it, assess it, consider the value of it. 			
Drama	<ul style="list-style-type: none"> • Create atmosphere through the use of voice and movement • Create characters in an improvised drama • Devise and act in plays showing character through voice and movement 	<ul style="list-style-type: none"> • Articulate clearly and project the voice • Choose vocabulary and movement to match the place and time in a scene • In a group, present their own play by learning lines, making props and creating simple sound and light effects 	<ul style="list-style-type: none"> • Vary voice for dramatic effect e.g. by using volume, tone and pitch • Invent dialogue, gesture and movement to suit a character • Perform a published script experimenting with voice, gesture and staging 	<ul style="list-style-type: none"> • Interpret and rehearse scenes from published plays • Sustain a character in role • Organise and present a play for an invited audience
KNOWLEDGE	<ul style="list-style-type: none"> • To know that an atmosphere is the pervading tone or mood of a place or a piece of creative work. • To know that an improvised drama is acting created and performed spontaneously or without preparation; impromptu. • To know that articulation is all about the formation of clear and distinct sounds in speech. • To know that props are portable objects other than furniture and costumes used on the set of a play or film. • To know that tone is a modulation (alteration of the amplitude or frequency) of the voice expressing a particular feeling or mood. • To know that pitch is the degree of highness or lowness of the voice when performing. • To know that dialogue is conversation between two or more people or groups. 			

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| | <ul style="list-style-type: none">• To know that gestures are movements of parts of the body, especially a hand or the head, to express an idea or meaning.• To know that staging relates to the method of presenting a play.• To know that sustaining a character means representing them convincingly for the duration of the drama. |
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Resources for 'Discussion' section:

Roles, Responsibilities and Layout

In order to run a debate you will need the following people:

A Chairperson

This person takes charge of the debate and might be the club organiser. They introduce what is happening and also introduce each section when the time is right.

Timekeeper

The timekeeper keeps an eye on the time with a stopwatch and signals when each section is nearly over, and then also, when time is up.

Two Teams (usually with two students each)

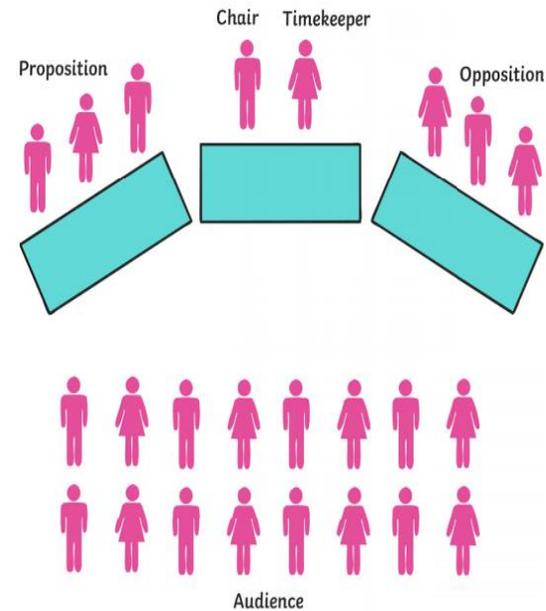
The teams are on opposing sides of the debate and have researched in depth and come up with key arguments that support their side.

An Audience

The audience watch and listen to the speakers and, at the right point, can stand up and add their opinion and points to either side. This is called 'taking the floor'.

Judges (usually three people)

The judge/s watch the debate and can ask questions of the speakers. They can provide feedback on the debates and choose the winner.



Time	Duration	Action	Who?
00:00	1 min	Chairperson introduces the debate.	Chairperson
00:01	3 mins	Proposition speaker 1 uninterrupted speech.	Proposition
00:04	3 mins	Opposition speaker 1 uninterrupted speech.	Opposition
00:07	3 mins	Proposition speaker 2 uninterrupted speech.	Proposition
00:10	3 mins	Opposition speaker 2 uninterrupted speech.	Opposition
00:13	1 min	Chairperson introduces next section.	Chairperson
00:14	8 mins	The judges ask questions of the speakers and the speakers answer.	Judges and Speakers
00:22	1 min	Chairperson introduces next section.	Chairperson
00:23	5 mins	Audience asks questions of both teams.	Audience and Chairperson
00:28	1 min	Chairperson introduces next section.	Chairperson
00:29	5 mins	Team exchanges - each team cross-examines another.	Teams and Chairperson
00:34	1 min	Chairperson introduces next section.	Chairperson
00:35	5 mins	Final round of audience questions with quick responses from the teams.	Audience and Chairperson
00:40	1 min	Chairperson introduces next section.	Chairperson
00:41	4 mins	Final remarks- Each speaker is given one minute to give their final summation.	Speakers and Chairperson
00:45	1 min	Chairperson introduces next section.	Chairperson
00:46	7 mins	Feedback and comments from the judges on the performance of each team.	Judges
00:53	3 mins	Audience vote.	Audience and Chairperson
00:56	3 mins	The judges' decision (they can leave the room to confer beforehand) is announced with their reasons.	Judges
00:59	1 min	Chairperson closes the debate.	Chairperson

Writing Frame for Planning Speeches

Motion	This house believes that..	
Key Words and Definitions	Word	Definition
Interpretation		
Our team's points	Speaker 1	Speaker 2
	1.	1.
	2.	2.
	3.	3.
My Point 1	Point:	
	Reason:	
	Evidence:	
	Detail:	
My Point 2	Point:	
	Reason:	
	Evidence:	
	Detail:	
My Point 3	Point:	
	Reason:	
	Evidence:	
	Detail:	
Summary		

To agree	To add importance	To disagree
<ul style="list-style-type: none"> • Without a doubt, research shows... • We can all clearly see that... • Surely you would agree that... • We can see from the evidence... • Despite... • It is clear to see... • Most people would agree that... • The key reasons for this are... • Everyone knows that... • It is obvious that... • It is vital that... • There is a real need for... • In an ideal world... • In agreement with this... • In addition... • Equally... • Similarly... 	<ul style="list-style-type: none"> • moreover • on top of that fact • paramount • above all • in particular • especially • indeed • notably • significantly • most importantly • In addition to this... • To support my view... • I'm sure you will agree... • Please consider... • The evidence clearly shows... • I would like to emphasise... • It is my strong belief that... • surely 	<ul style="list-style-type: none"> • On the other hand... • In opposition... • On the contrary... • Only a fool would think that... • However... • Some could argue that... • alternatively • whereas • unlike • otherwise • We can see from the evidence... • Another thing that concerns me is...
Casual conjunctions	To summarise	General openers
<ul style="list-style-type: none"> • because • as a result • therefore • thus • consequently 	<ul style="list-style-type: none"> • In conclusion... • In summary... • To summarise what we have heard... • Having considered the evidence... • As you can see from the comments heard... • Considering the options... 	<ul style="list-style-type: none"> • After some consideration... • Due to the fact that... • Unfortunately... • Disappointingly... • Unquestionably... • Without a shadow of a doubt... • A sensible idea would be to... • Naturally I feel that... • In my opinion... • Firstly... • Secondly... • Thirdly... • Finally...