



## **Purpose of Study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Spoken Language**

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. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

## **Aims**

Read easily, fluently and with good understanding.

Develop the habit of reading widely and often, for both pleasure and information.

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Appreciate our rich and varied literacy heritage.

Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Use discussion in order to learn, they should be able to elaborate and explain clearly their understanding and ideas.

Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Years 1 and 2

<p><b>Prior EYFS Learning</b></p>	<p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Children at the expected level of development will: - 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.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Children at the expected level of development will: - 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.</li> </ul>
<p style="text-align: center;"><b>Subject Content</b></p>	
<p><b>Attention, Listening and Understanding</b></p>	<ul style="list-style-type: none"> <li>Starts to ignore unimportant information.</li> <li>Is aware when a message is unclear and comments or asks for explanation.</li> <li>Understands complex 2 to 3 part instructions: e.g. "Finish your picture from yesterday then with a partner, choose one of the topic books and talk about it quietly on the carpet"</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Compares words, the way they look, sound or mean: e.g. "There are two words 'sea' at the beach, and you 'see' with your eyes."</li> <li>Can guess the word from clues, or give others clues using shape, size, function, etc.</li> <li>Uses newly learnt words in a specific and appropriate way: e.g. "Dad, you know when you have lots of lions together it is called a pride of lions."</li> </ul>
<p><b>Speech Sounds, Grammar and Sentence Building</b></p>	<ul style="list-style-type: none"> <li>Speech is clear with occasional errors, especially with consonant blends.</li> <li>Has good knowledge of sounds in words.</li> <li>Asks lots of questions to find out specific information including 'How' and 'Why'.</li> <li>Uses different ways to join phrases to help explain or justify an event: e.g. "I'm older than you so I will go first."</li> </ul>
<p><b>Verbal Storytelling and Narrative</b></p>	<ul style="list-style-type: none"> <li>Tells stories that set the scene, have a basic plot and a sequence of events.</li> <li>Begins to be aware of what the listener already knows and checks: e.g. "You know where I live, right? Well, in that big house by the shop..."</li> <li>Accurately predicts what will happen in a story</li> </ul>
<p><b>Speaking and Social Interaction</b></p>	<ul style="list-style-type: none"> <li>Takes turns to talk, listen, and respond in two-way conversations and groups.</li> <li>Keeps to a topic but easily prompted to move on if it takes over.</li> <li>Copies others' language and begins to be aware of current peer language: e.g. Copies swear words, says, 'Cool', or 'Yeah right.'</li> <li>Uses and experiments with different styles of talking with different people.</li> </ul>



Years 3 and 4

<p><b>Prior EYFS Learning</b></p>	<p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Children at the expected level of development will: - 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.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Children at the expected level of development will: - 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.</li> </ul>
<p style="text-align: center;"><b>Subject Content</b></p>	
<p><b>Attention and Listening</b></p>	<ul style="list-style-type: none"> <li>Listens to key information and makes relevant, related comments: e.g. "So all mammals are warm blooded, have fur or hair and their babies all drink milk."</li> <li>Identifies clearly when they haven't understood: e.g. "What's maize?" or "Get a blue what?"</li> <li>Able to infer meaning, reason and predict: e.g. "It's getting very hot in here," means open the window.</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Uses a range of words related to time and measurement: e.g. century, calendar, breadth.</li> <li>Uses a wide range of verbs to express their thoughts, or about cause and effect: e.g. "I wonder what she's thinking," or, "If we run we should get there on time but we might arrive late."</li> <li>Joins in discussions about an activity using topic vocabulary: e.g. "I saw some chicken eggs hatching in the incubator on the farm last Friday"</li> </ul>
<p><b>Speech Sounds, Grammar and Sentence Building</b></p>	<ul style="list-style-type: none"> <li>Speech is clear, uses words with three sounds together or words with lots of syllables: e.g. splash or string; rhinoceros or identical.</li> <li>Uses regular and unusual word endings: e.g. walked or fell.</li> <li>Uses complex grammar and sentences to clarify, summarise, explain and plan: e.g. "So the bee collects the pollen from the stamen and then flies to another flower and pollinates it."</li> </ul>
<p><b>Verbal Storytelling and Narrative</b></p>	<ul style="list-style-type: none"> <li>Stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion: e.g. "...and everyone got home safely which was great."</li> <li>Uses intonation to make storytelling and reports exciting and interesting.</li> <li>Adds detail or leaves information out according to how much is already known by the listener.</li> </ul>
<p><b>Speaking and Social Interaction</b></p>	<ul style="list-style-type: none"> <li>Uses formal language when appropriate in some familiar situations: e.g. Showing a visitor around school.</li> <li>Understands conversational rules: e.g. Looks at listener to judge feedback. Gives more detail if needed.</li> <li>Uses tone of voice, stress on words and gestures naturally to add meaning.</li> <li>Uses language for full range of different reasons: e.g. complimenting, criticising, negotiating</li> </ul>



Years 5 and 6

<p><b>Prior EYFS Learning</b></p>	<p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Children at the expected level of development will: - 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.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Children at the expected level of development will: - 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.</li> </ul>
<p style="text-align: center;"><b>Subject Content</b></p>	
<p><b>Attention, Listening and Understanding</b></p>	<ul style="list-style-type: none"> <li>Sustains active listening to both what is said and the way it is said.</li> <li>Follows longer instructions that are not familiar: e.g. "Put the stripy folder that's on top of the cupboard into the bottom drawer of my desk."</li> <li>Understands different question types: e.g. open, closed, rhetorical.</li> <li>Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean: e.g. You can't have your cake and eat it.</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Makes choices from a wide and varied vocabulary: e.g. 'Leap' instead of 'jump', 'terrified' instead of 'frightened'.</li> <li>Uses sophisticated words but the meaning might not always be accurate: e.g. "My bedroom was meticulous."</li> <li>Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked: e.g. 'Hard' (rigid object and tough person)</li> </ul>
<p><b>Speech Sounds, Grammar and Sentence Building</b></p>	<ul style="list-style-type: none"> <li>Uses long and complex sentence structures: e.g. "I will come with you only because it means you will stop going on at me."</li> <li>Uses questions to help conversations flow.</li> <li>Sentences average about 7 to 10 words - longer in stories than in conversation.</li> <li>Knows when a sentence is not grammatically correct and can explain rules of grammar.</li> </ul>
<p><b>Verbal Storytelling and Narrative</b></p>	<ul style="list-style-type: none"> <li>Tells elaborate entertaining stories which are full of detailed descriptions.</li> <li>Everyday language is detailed and not always about their immediate experience.</li> <li>Incorporates a subplot in telling stories and recalling events, before resolving the main storyline.</li> <li>Uses complex joining words: e.g. meanwhile, therefore.</li> </ul>
<p><b>Speaking and Social Interaction</b></p>	<ul style="list-style-type: none"> <li>Uses different language depending on where they are, who they are with and what they are doing: e.g. Formal style with the headteacher in school; relaxed and informal with family at home; and 'cool' language with friends in the park.</li> <li>Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions.</li> <li>Realises when people don't fully understand and tries to help them.</li> </ul>



Year 7 onwards

<p><b>Subsequent KS3 Learning</b></p>	<p>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.</p> <p><b>Grammar and vocabulary</b></p> <p>Pupils should be taught to: consolidate and build on their knowledge of grammar and vocabulary through: extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts, studying the effectiveness and impact of the grammatical features of the texts they read - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English. Using Standard English confidently in their own writing and speech English – key stage 3. Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.</p> <p><b>Spoken English</b></p> <p>Pupils should be taught to: speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion. Giving short speeches and presentations, expressing their own ideas and keeping to the point. Participating in formal debates and structured discussions, summarising and/or building on what has been said. improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>
<p><b>Understanding and Reasoning</b></p>	<ul style="list-style-type: none"> <li>• Understands instructions which don't follow the word order of the sentence: Before you collect your instruments, complete the worksheet and file it in your folder.</li> <li>• Can build an argument to persuade and respond to views different to own • Separates fact from opinion when reading</li> <li>• Makes inferences, working out information that isn't explicitly written or spoken: The day was dark and thick coats were required.</li> <li>• Understands less obvious 'sayings', You're skating on thin ice. • Confident in noticing and understanding sarcasm with clues</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Still challenged by some instruction words: Modify • Generate • Consider • Uses patterns in words that: -able, -esque, un-, dis-</li> <li>• Uses 'academic words' when prompted to all formal tasks: Agitated • Arrogant • Excruciating</li> <li>• Can confidently explain the meaning of subject words and words with multiple meanings</li> </ul>
<p><b>Sentence Structure and Narration</b></p>	<ul style="list-style-type: none"> <li>• Links sentences using more difficult joining words: Even though, However</li> <li>• Produces well-planned, complex stories with complete sections and plenty of detail</li> <li>• Gives clear and detailed explanations of rules, or breaks down steps in more complex sequences -Average length of spoken sentences = 7 to 12+ words</li> </ul>
<p><b>Speaking and Social Interaction</b></p>	<ul style="list-style-type: none"> <li>• Understands and uses slang terms with peers; keeps up with latest 'street talk'</li> <li>• Can keep a topic of conversation going even if the person they are talking to finds this skill harder</li> <li>• Fully understands the difference between talking with peers to speaking in the classroom: I use bigger and posher words in school than with my mates.</li> </ul>