








# SPEAKING AND LISTENING YEAR 2



<b>Intent</b>		
<b>School Values</b> Passion for Learning ✓ Striving for Excellence ✓ Creativity ✓ Loving others as we love ourselves ✓ Right and Responsibilities ✓ Wholeness ✓	<b>British Values</b> Democracy ✓ The rule of law ✓ Mutual respect ✓ Tolerance of those of different faiths and beliefs ✓	<b>Whole School Threads</b> Gender Equality ✓ Environmental awareness Community ✓
<b>Speaking and listening objectives are covered within lessons across the full curriculum and through our focus on well-being and high behaviour expectations.</b>		

	Objectives	Possible Teaching Activities	Annual Pupil offer
<b>Listening</b> 	<ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contributions of others.</li> <li>• Sift information and focus on the important points.</li> <li>• Seek clarification when a message is not clear.</li> <li>• Understand instructions with more than one point.</li> </ul>	Whole body listening  Repeat back to me  Chinese whispers,  Guess who's talking  Mini presentations  Show and tell  Talk for a minute  Pick a question from a hat	Weekly news share?  Register speaking.  School council roles  Circle times weekly.  Class discussions regularly throughout week.  Small group work regularly.  Chance to interview visitors and ask questions 3 x year minimum.
<b>Speaking for a range of purposes</b> 	<ul style="list-style-type: none"> <li>• Speak in a way that is clear and easy to understand.</li> <li>• Reflect on the clarity of the message given.</li> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Speak confidently to a group of peers so that they understand the message of what is being said.</li> </ul>		

<p><b>Participating in discussion</b></p> 	<ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contributions of others.</li> <li>• Know that different people hold opinions that are different from our own</li> <li>• Know that different language is appropriate in different situations (formal and informal)</li> <li>• Make contributions that are relevant to those that have come before.</li> </ul>	<p>Circle time</p> <p>Conscience alley, hot seating, I'm the expert, hats game. Story stepping</p> <p>Thesaurus work, interesting words book, What/who am i? Guess Who Role on wal</p>	<p>Nativity performance 1 x year.</p> <p>Class assembly 2x year</p> <p>Poetry day 1 x yr</p> <p>World Book day 1 x yr</p>
<p><b>Drama and performance</b></p> 	<ul style="list-style-type: none"> <li>• Ensure stories have a setting, plot and a sequence of events</li> <li>• Recount experiences with interesting detail.</li> <li>• Take part in role play of a familiar story.</li> </ul>		
<p><b>Vocabulary</b></p> 	<ul style="list-style-type: none"> <li>• Use subject specific vocabulary to explain and describe.</li> <li>• Suggest words or phrases appropriate to the topic being discussed.</li> </ul>		

### By the end of Key Stage 2:

Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.