




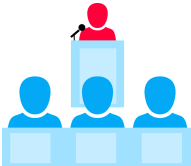



# SPEAKING AND LISTENING YEAR 3



Intent		
<u>School Values</u> Passion for Learning ✓ Striving for Excellence ✓ Creativity ✓ Loving others as we love ourselves ✓ Right and Responsibilities ✓ Wholeness ✓	<u>British Values</u> Democracy ✓ The rule of law ✓ Mutual respect ✓ Tolerance of those of different faiths and beliefs ✓	<u>Whole School Threads</u> 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>Listen carefully and understand</b> 	<ul style="list-style-type: none"> <li>Engage in discussions making relevant points.</li> <li>Ask for specific additional information to clarify.</li> </ul>	Whole body listening Repeat back to me Chinese whispers,	Answering the register. School council roles and vote. Circle times weekly.
<b>Speak with clarity and confidence</b> 	<ul style="list-style-type: none"> <li>Use a mixture of sentence lengths in discussions and explanations.</li> <li>Use intonation to emphasise grammar and punctuation when reading aloud.</li> <li>Explain a project or concept to a group of peers.</li> <li>Explain and develop ideas across the curriculum.</li> <li>Begin to reflect on the effectiveness of the explanation.</li> </ul>	Class presentations Lead a class quiz. Show and tell Talk for a minute	Class discussions regularly throughout week. Small group work regularly. Chance to interview visitors and ask questions 3 x year minimum. Opportunities to speak in Church services.

<p><b>Hold conversations and debates.</b></p> 	<ul style="list-style-type: none"> <li>• Make relevant comments or ask questions in a discussion or debate.</li> <li>• Begin to understand how to seek clarification by actively seeking to understand others' points of view.</li> <li>• Respectfully challenge opinions or points, offering an alternative.</li> <li>• Vary language between formal and informal according to the situation.</li> </ul>	<p>Pick a question from a hat</p> <p>Circle time</p> <p>Conscience alley, hot seating, I'm the expert, Story stepping</p>	<p>KS2 performance every two years.</p> <p>Class assembly 2x year</p>
<p><b>Drama and performance.</b></p> 	<ul style="list-style-type: none"> <li>• Bring stories to life with expression and intonation.</li> <li>• Use basic improvisation when in role.</li> </ul>	<p>Dictionary and Thesaurus work, Vocab page in note books, Role on wall</p>	<p>Poetry day 1 x yr</p> <p>World Book day 1 x yr</p>
<p><b>Develop a wide and subject-specific Vocabulary</b></p> 	<ul style="list-style-type: none"> <li>• Use interesting adjectives and noun phrases in discussion.</li> <li>• Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</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.