




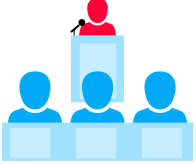



SPEAKING AND LISTENING YEAR 5



| 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 ✓ |
| Speaking and listening objectives are covered within lessons across the full curriculum and through our focus on well-being and high behaviour expectations. | | |

| | Objectives | Possible Teaching Activities | Annual Pupil offer |
|---|---|---|--|
| Listen carefully and understand  | <ul style="list-style-type: none"> Understand how to answer questions that require more than a yes/no or single sentence response. Demonstrate active listening by justifying ideas or expanding on the ideas of others. Recognise some idioms. Begin to understand the meaning of some phrases beyond the literal interpretation. | Class presentations Lead a class quiz Paired talk Show and tell Give oral book reviews Literary circles Talk for a minute Pick q question from a hat Circle time Conscience alley, | School council roles and vote. Eco council roles. Circle times weekly. Buddy with Year 2 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. |
| Speak with clarity and confidence  | <ul style="list-style-type: none"> Vary the length and structure of sentences. Ask questions and make suggestions to take an active part in discussions. Present an idea, topic or explanation to a group of peers. Expand and justify ideas across the curriculum. Begin to comment on the grammatical structure of a range of spoken and written accounts. | | |

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| <p>Hold conversations and debates.</p>  | <ul style="list-style-type: none"> • Understand how to negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. • Add humour to a discussion or debate. • Select appropriate language (formal or informal) to use in particular situations. | <p>hot seating, I'm the expert, Story stepping</p> <p>Dictionary and Thesaurus work, Vocab page in note books, Role on wall</p> | <p>KS2 performance every two years.</p> <p>Class assembly 2x year</p> <p>Poetry day 1 x yr</p> <p>World Book day 1 x yr</p> |
| <p>Drama and performance</p>  | <ul style="list-style-type: none"> • Narrate detailed and exciting stories. • Begin to use the conventions and structure appropriate to the type of story or presentation (fiction and non fiction) • Include action, character descriptions, settings and dialogue in a performance. • Perform in improvised role play, group or class performances | | |
| <p>Develop a wide and subject-specific Vocabulary</p>  | <ul style="list-style-type: none"> • Use adventurous vocabulary. • Explain the meaning of words. • Use a range of phrases that include determiners and modifiers to add interest and clarify. | | |

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.