








# SPEAKING AND LISTENING YEAR R



Intent		
<b>School and British 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>• Understand how to listen carefully and why listening is important.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• To listen to others in a range of situations and usually respond appropriately.</li> <li>• To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and response.</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 q question from a hat Circle time Conscience alley,	Weekly news share? Oral register 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>• To confidently speak to others about own needs, wants, interests and opinions.</li> <li>• Explain how things work and why they might happen.</li> <li>• Use talk to help work out problems and organise thinking and activities.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Talk about their immediate family and community.</li> </ul>		

<p><b>Participating in discussion</b></p> 	<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Describe events in some detail.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Develop social phrases.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p>hot seating, I'm the expert, hats game. Story stepping</p>	
<p><b>Drama and performance</b></p> 	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses</li> </ul>	<p>Thesaurus work, interesting words book, What/who am i? Guess Who Role on wall</p>	<p>Nativity performance 1 x year.</p> <p>Class assembly 2x year</p>
<p><b>Vocabulary</b></p> 	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Articulate their ideas and thoughts in well formed sentences.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts.</li> </ul>		<p>Poetry day 1 x yr</p> <p>World Book day 1 x yr</p>

### By the end of EYFS: Speaking and Listening

\*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. \*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.\*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 where 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