



Subject Overview 2022/23: English
Curriculum and Pedagogy Speaking and Listening



INTENT	Year 3	Year 4	Year 5	Year 6
<p>Speaking and Listening Skills Progression</p>	<ul style="list-style-type: none"> • Give structured descriptions • Participate actively in conversation, listening and responding appropriately to adults and peers • Consider and evaluate different viewpoints • Ask relevant questions to build knowledge • Articulate arguments and opinions • Use spoken language to explore • Use appropriate register and language • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Through drama activities all pupils should now be able to adopt, create and sustain a range of roles and respond to others in role. 	<ul style="list-style-type: none"> • Articulate and justify common opinions • Speak audibly in Standard English <ul style="list-style-type: none"> • Gain, maintain and monitor interest of listeners • Give explanations • Use spoken language to explore • Consider and evaluate different viewpoints • Through drama activities all pupils should adopt, create and sustain a range of roles and respond to others in role. • Participate in discussions, presentations, performances, role play/improvisations and debates 	<ul style="list-style-type: none"> • Speak audibly and clearly in Standard English <ul style="list-style-type: none"> • Gain, maintain and monitor interest of listeners • Give well-structured explanations • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Use appropriate register • Ask relevant questions to build knowledge • Articulate arguments and opinions <ul style="list-style-type: none"> • Use spoken language to speculate, hypothesise and explore • Use appropriate register and language • Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> • Give structured descriptions • Participate actively in conversation, listening and responding appropriately to adults and peers • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Articulate and justify common opinions • Speak audibly and clearly in Standard English <ul style="list-style-type: none"> • Gain, maintain and monitor interest of listeners • Give well-structured explanations • Consider and evaluate different viewpoints • Ask relevant questions to build knowledge • Articulate arguments and opinions

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IMPLEMENTATION	Whole School agreed expectations of consistency in Speaking and Listening
	Approach to Speaking and Listening through Drama
	<p><u>Key expectations</u></p> <p>At Alexandra Junior School we engage children in dialogues in which they are encouraged to develop and use spoken language skills. Through the differentiated text approach, pupils 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 performances.</p>
	Use of Talk Partners
	<p>Talk partners are encouraged in all lessons across the curriculum as a basis for raising pupil's awareness about how talk can be used most effectively to share ideas, negotiate thinking, challenge and agree and build relationships. We design, pair and group activities based on interesting problem-solving tasks or creative endeavours which will stretch children's communication skills and help them practice what they are learning about language as a tool for communicating and speaking and listening is encouraged across the whole curriculum, not just in English lessons.</p>
	Active Listening in the Classroom
<p>Listening is an important component of learning. A student's ability to actively listen has a major impact on building the communication skills needed both inside and outside of the classroom. At Alexandra Junior School we take each of the following steps to be effective with this technique:</p> <ol style="list-style-type: none"> 1. Look at the person, and suspend other things you are doing. 2. Listen not merely to the words, but the feeling content. 3. Be sincerely interested in what the other person is talking about. 4. Restate what the person said. 5. Ask clarification questions. 6. Be aware of your own feelings and existing opinions. 	

7. If you have to state your views, say them only after you have listened and use the 'Catch Phrases' as sentence stems to your thinking.

English Speaking Board (ESB) Examinations

Individual Exams

Year 3 - Entry 1

Year 4 - Entry 2

Year 5 - Entry 3

Year 6 - Level 1 - Grade one

Within each exam, children will present either a poster presentation or powerpoint on an area of interest, recite their favourite poem from heart and read fluently and with expression a section of their chosen story. Exam criteria is as follows:

Section 1 - Talk - 40% (presentation)

Section 2 - Speaking by heart - 20% (poem)

Section 3 - Reading aloud - 20% - (story extract)

Section 4 - Listening and discussion - 20% - responding to questions from the assessor and group.

Timings for each section increase as the pupils move between the levels.

Group Examinations

The ESB Group Speaking (exam) is targeted at learners between Year 3 and 6, and is designed to encourage an imaginative and enjoyable exploration of verse and prose in a group setting. Whole class entries of different ages and abilities are encouraged and consists of three stages:

1. Speaking from memory: Groups should begin by giving the title of their chosen poem, the poet's name and a reason for their choice. They should then speak their poem, sharing the content with the assessor and group.

2. Telling a story: Groups should introduce their book by giving the title of the book and author, and saying what makes the story interesting. They should then recite a section of their book from memory.
3. Listening and Responding: Learners should answer questions from the assessor.

Learning Recovery

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.