



LAMBOURN C of E PRIMARY SCHOOL

SPEAKING, LISTENING and VOCABULARY CURRICULUM

Intent

We aim to develop in our children a wide vocabulary and an understanding of the correct grammatical and linguistic conventions of the English language, including the vocabulary and phraseology of academic language.

We use spoken language to help our children learn, so they can explore ideas, collate their thoughts, elaborate and explain, conveying their understanding and ideas clearly and effectively. We will teach our children the arts and skills of drama / role play, presentations, performance, discussion and debate so they become confident in the use of oral language in a range of contexts to a range of audiences.

Implementation

Our learning is based on the Statutory Framework for the Early Years Foundation Stage - 2021.

EYFS

Curriculum planning is based on child-initiated learning, rather than subject specific areas; learning is experiential and holistic. Our curriculum is based on the *Statutory Framework for the Early Years Foundation Stage document*, Department for Education, 2021, and the supporting guidance: *Development Matters in the Early Years Foundation Stage (EYFS)*, 2020. Children learn to make sense of the world in their own way through play and first-hand experiences. Some aspects of the Key Stage One and Key Stage Two (Y1-Y6) curriculum have their roots in the EYFS learning experiences; these are reflected in a range of goals across this interrelated curriculum, but most notably in:

‘Communication and Language’ and ‘Expressive Arts and Design’.

Y1 – Y6

In our curriculum plans we have outlined the progression of knowledge in a black font, and skills in blue. Key skills and knowledge are revisited and embedded in order to secure a mastery of skills, concepts and understanding. There also opportunities for pupils to apply these skills to other subject areas in order to embed and master their learning. Opportunities to develop as speakers and listeners abound in the teaching of all subjects and in all aspects of school life. Examples of opportunities to develop these skills range from daily collective worship, where children listen to clergy, guest speakers and teachers in a relatively formal setting, to lunch times, where children are encouraged to enjoy conversation whilst dining with friends from across their year group. Active-participative approaches are taken to teaching, so that pupils explore ideas in class discussions or in small groups, in order to consolidate knowledge and understanding. We acknowledge that the opportunity to speak about a subject assists a pupil in their writing about that subject.

‘Let your light shine’

Vocabulary is planned for and taught explicitly. At the start of each question enquiry, key subject specific words (tier three) are explicitly taught and the pupils are expected to use these words in their speaking and writing. Working wall displays reinforce learning and make clear links with spelling skills. Generic academic language (tier two vocabulary) is taught in depth at least once a week and reinforced consistently throughout the year. Tier two words are identified on long term plans and one new word is introduced each week. Teachers study each word with the children, exploring meaning, etymological roots, the formation of the word (morphology) and how the word can be used applied to different situations. Pupils are rewarded for using tier two and tier three words in their speech and their writing.

Impact

The impact and measure of our curriculum is the extent our children acquire the skills, knowledge, vocabulary, confidence and enthusiasm for words, oral activities and performing.

Opportunities for drama, debate, discussion and public speaking arise both within and outside of the classroom, and these include annual productions for KS1 and Year 6. The impact of this work not only provides our children with the confidence, skills and knowledge to communicate effectively with others in different situations, but provides a vehicle for effective thinking, reasoning and problem solving.

The focus on language and vocabulary means we are a language rich school, one that actively seeks to tackle differences in cultural capital so that all our pupils have the knowledge and linguistic skills they need to prepare them for future success.

The English Subject Leader will review the impact of the English curriculum at least once a term, reporting findings and any recommendations to SLT.

For further information about curriculum procedures and processes, please see our Curriculum Policy.

EYFS

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Curriculum planning is based on child-initiated learning. Through exploration, play and teacher led activities, our pupils engage in role play and explore their environment. As part of this they are encouraged to express their own ideas, thoughts and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Vocabulary development is explored and developed through teacher interaction, story time and play, including role play.

Our teaching gives children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations - to each other, their teacher and their parents.

The following are some of the main stages of development that form the roots for the development of the speaking, listening and vocabulary curriculum in Key Stage One and Key Stage Two. Teachers consider each child's stage of development, observing what he / she can do and then consider ways to support the child to strengthen and deepen their current learning and development. In general terms, this can be seen to be the basis of the curriculum in Nursery (birth to 3 years), F1 (3 and 4 year olds) and F2 (Reception) – but as children develop at different rates and times, in practice, the curriculum and teaching is adapted to suit individuals.

Birth to three - babies, toddlers and young children will be learning to:

Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.

Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.

Watch someone's face as they talk.

Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.

Enjoy singing, music and toys that make sounds.

Recognise and are calmed by a familiar and friendly voice.

Listen and respond to a simple instruction.

Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).

Babble, using sounds like 'ba-ba', 'mamama'.

Use gestures like waving and pointing to communicate.

Reach or point to something they want while making sounds.

Copy your gestures and words

Constantly babble and use single words during play.

Use intonation, pitch and changing volume when 'talking'.

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Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.

Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.

Understand simple instructions like “give to nanny” or “stop”.

Recognise and point to objects if asked about them.

Generally focus on an activity of their own choice and find it difficult to be directed by an adult.

Listen to other people’s talk with interest, but can easily be distracted by other things.

Make themselves understood, and can become frustrated when they can’t.

Start to say how they are feeling, using words as well as actions.

Start to develop conversation, often jumping from topic to topic.

Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.

Use the speech sounds p, b, m, w.

Pronounce:

- l/r/w/y
- f/th
- s/sh/ch/dz/j

ulti-syllabic words such as ‘banana’ and ‘computer’

Listen to simple stories and understand what is happening, with the help of the pictures

Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.

Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.

Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).

3 & 4-year-olds will be learning to:

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.

Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.

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Develop their pronunciation but may have problems saying:

- some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Use longer sentences of four to six words.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Children in reception will be learning to:

Listen attentively, move to and talk about music, expressing their feelings and responses

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen

Develop social phrases

Engage in storytimes.

Listen to and talk about stories to build familiarity and understanding

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Early Learning Goals

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

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Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.


Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Children represent their own ideas, thoughts and feelings through role play and stories.

Year One

Speaking and Listening	Vocabulary (Tier Two) For tier three words, see individual subject areas
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<p>Talk about learning with their teacher.</p> <p>Take part in a simple discussion, and with support, consider the opinions of others.</p> <p>Use language with a developing awareness of correct grammatical structures.</p> <p>Take part role play, trying out language you have learnt.</p> <p>Speak in front of the class</p> <p>Say aloud what you are going to write and orally compose a sentence before you write it.</p> <p>Recall and join in with stories, varying intonation, tone, volume and action.</p> <p>Read your writing aloud.</p> 	<p>Use these words in speech and writing: author adult achieve (achievement, achievable) appropriate (inappropriate) area (areas) available (availability, unavailable) challenge (challenging) chapter code (coding) conduct construct (construction) create (creates, created, creation, creative, creativity, creator, recreate) energy (energetic) evaluate (evaluation) final (finally, finalise) goals grant (granted) illustrate (illustrations) injury input instruct (instruction, instructor) involve (uninvolved, involvement) label layer legal (illegal) outcome partner (partnership) register (registration) remove role section select (selection) sequential similar (similarly, similarity) stable (unstable) structure task text tradition (traditional, non-traditional) transport</p>
<p>Vocabulary: correct grammar, clear, loud</p>	<p>Vocabulary: See above</p>
<p><u>Outcome</u> Active participation in a range of oral activities</p>	<p><u>Outcome</u> Words used correctly in writing and speaking; correct spelling</p>

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Year Two

Speaking and Listening	Vocabulary
<p>Talk about learning with your teacher or your peers</p> <p>Take part in a discussion and consider the opinions of others.</p> <p>Use language with an awareness of correct grammatical structures.</p> <p>Take part role play, trying out language you have learnt.</p> <p>Remember lines and perform to an audience, so lines can be heard clearly.</p> <p>Speak in front of the class, maintaining focus</p> <p>Say aloud what you are going to write and orally compose a series of sentences before you write them.</p> <p>Recall stories and lead the re-telling, varying intonation, tone and volume</p> <p>Read your writing aloud so that it can be clearly heard by the class.</p>	<p>Use these words in speech and writing: approach (approachable, unapproachable, approaching, approached, approaches) approximate (approximately) assess (assesses, assessment, reassess) assist (assistance, assistant, unassisted) attach (unattached) attitude aware (awareness, unaware) brief community considerable constant contact contrast (contrasting) cooperate (cooperation) data display draft (redraft) environment (environmental, environmentalist) estimate (estimations, overestimate, underestimate) expert flexible (flexibility, inflexible) focus (focused) link ignore (ignorant) index individual (individually) item (itemise) issue (issued) major (majority) monitor obvious (obviously) participate (participation, participant) occur (occurrence, reoccur) policy remove require (requirement) research (researcher) series shift style</p>
	

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	target (targeting) volume
Vocabulary: <i>correct grammar, clear, loud, project, audience</i>	Vocabulary: See above
<u>Outcome</u> Active participation in a range of oral activities	<u>Outcome</u> Words used correctly in writing and speaking; correct spelling

Year Three

Speaking and Listening	Vocabulary
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Discuss learning and develop ideas and thoughts through discussion.

Use language in a greater variety of situations, for a variety of audiences and purposes.

Take part in drama / role play, effectively developing character.

Make a short, formal presentation to the class.

Prepare effectively and take part in debate, conveying ideas clearly and articulately.

Prepare and read aloud to the class, showing understanding through intonation, tone and volume.



Use these words in speech and writing: **accurate** (accuracy, inaccurate) **affect** (unaffected) **alter** (alternative, unalterable, alterable, alternate) **analyse** (analysed, analysis, analyst, analytical) **aspect** **authority** (authoritative, authorise) **category** (categorise) **commit** (commitment) **complex** (complexity) **consist** (consistency, inconsistencies, inconsistent, consistent) **contract** (contractor, contracted) **feature** (featuring, features) **expand** (expansion) **function** (functional) **furthermore** **locate** (location, relocate) **logic** (logical) **image** (imagery) **investigate** (investigation, investigator) **maximise** (maximum) **mental** (mentally) **method** (methodical) **normal** (normality, abnormal) **previous** (previously) **option** (optional) **outcome** **precise** (imprecise, precision) **predict** (predictable, prediction) **process** **publish** (publisher, unpublished) **purchase range** (ranging) **region** **rely** (reliance, unreliable, reliable, relying) **respond** (response, responsive, unresponsive) **resource** (resourceful) **significant** (insignificant, signify) **source** **specific** (specification, specifically, specifics) **technical** (technology)


version

Vocabulary: <i>debate, opinion, drama, role play, character, discussion, presentation</i>	Vocabulary: See above
<u>Outcome</u> Active participation in a range of oral activities	<u>Outcome</u> Words used correctly in writing and speaking; correct spelling

Year Four

Speaking and Listening	Vocabulary
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‘Let your light shine’

<p>Discuss learning and develop ideas and thoughts through discussion, making changes in light of discussions.</p> <p>Use language with increasing control and confidence in a greater variety of situations, for a variety of audiences and purposes.</p> <p>Interact with others in drama / role play, effectively taking on a character.</p> <p>Make a clear coherent formal presentation to the class.</p> <p>Prepare effectively and take part in debate, conveying ideas clearly and articulately, following the rules for a successful debate</p> <p>Prepare and read aloud, showing understanding through intonation, tone, volume and action.</p> 	<p>Use these words in speech and language: adjust (adjustment) assume (assuming, assumption) benefit (beneficial, benefits, beneficiaries) capacity (incapacitated) comment (commentaries, commentator, commentated) communicate (communication, communicable, uncommunicative) concentrate (concentrated) conclude (conclusion, inconclusive) consequent (consequence, consequently) contribute (contributors, contribution) cycle define (definition) design (designer) distribute (distribution, redistribute) document (documentation) ensure error (erroneous) establish (establishment) evident (evidence, evidently) identify (identities, identifiable, identification) impact imply initial interpret (interpretation, misinterpret) modify (modifications) obtain (obtainable, unobtainable) occupy (occupation) period (periodically) primary (primarily) project (projection, projected) purchase restrict (restriction, unrestricted) retain (retention) secure (insecure, insecurity, securely) stress (stressful, unstressed) sufficient (insufficient) summary (summarise) survey technique transfer</p>
<p>Vocabulary: debate, opinion, drama, role play, character, discussion, presentation</p>	<p>Vocabulary:</p>

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<u>Outcome</u> Active participation in a range of oral activities	<u>Outcome</u> Words used correctly in writing and speaking; correct spelling
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Year Five

Speaking and Listening	Vocabulary
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‘Let your light shine’

<p>Discuss learning and refine ideas and thoughts, in response to comments made by others as part of group discussion / challenge.</p> <p>Use language, including age appropriate technical language with increasing control and confidence in a greater variety of situations, for a variety of audiences and purposes.</p> <p>Confidently interact with other in drama / role play, effectively taking on a character, showing a growing awareness of audience.</p> <p>Make a clear coherent formal presentation to the class, showing a developing awareness of audience and a clear sense of purpose.</p> <p>Prepare effectively and take part in debate, conveying ideas clearly and articulately, and responding to the views of others with courtesy.</p> <p>Read aloud with control of intonation, tone, volume and action, showing a developing awareness of audience.</p> 	<p>Use these words in speech and language: amend (amendments) annual apparent (apparently) concept (conception, conceptualise) consent (consensus, consenting) coordinate (coordinator, coordination) dominate (domination) confer (conference, conferring) conflict (conflicting) debate (debatable) dimension (dimensional) economy (economist, economics, uneconomic, economical) emphasis (emphasis, emphatic) equivalent (equivalence) exclude (exclusion, exclusively) export external generate hypothesis (hypothetical) implement (implementation) interact (interaction, interactive) internal negate (negative, negatively) parallel (unparalleled) perceive (perception) phase physical positive (positively, positivity) potential promote (promotor, promotion) professional react (reactivation, reactor) reject (rejection) relevant (relevance, irrelevant) reside (residence, residential) resolve (resolution, unresolved) specify (unspecified) strategy (strategic) symbol (symbolic, symbolises) theory (theoretical)</p>
<p>Vocabulary: technical, awareness of audience, courtesy, rules of debate</p>	<p>Vocabulary: See above</p>

<u>Outcome</u>	<u>Outcome</u>
Active, responsive participation in a range of oral activities, showing a developing awareness of audience	Words used correctly in writing and speaking; correct spelling

Year Six

Speaking and Listening	Vocabulary
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‘Let your light shine’

Discuss learning; build and refine ideas in response to comments made by others as part of group discussion / challenge. Be able to make notes as required.

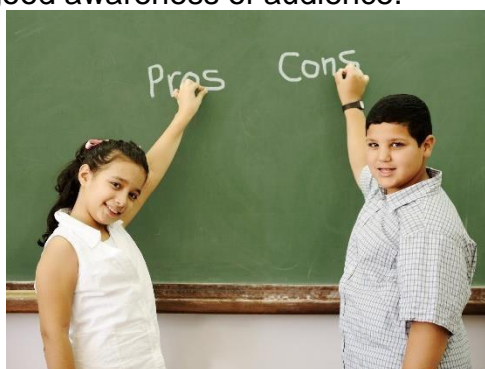
Use language, including age appropriate technical language with increasing control and confidence in a greater variety of situations, for a variety of audiences and purposes.

Confidently interact with others in drama / role play, effectively taking on a character, showing a good awareness of audience through performance.

Make an engaging coherent presentation to the class, showing a clear awareness of audience and purpose, and a mastery of language.

Prepare effectively and take part in debate, conveying and justifying ideas clearly and articulately. Be able to maintain focus; effectively and appropriately challenging the views of others.

Performance read with control and an effective use of voice and language, and a good awareness of audience.



Use these words in speech and language: **access** (accessible, inaccessible) **adequate** (inadequate) **circumstance** **components** **consult** (consultation, consultancy) **context** (contextual, contextualise) **correspond** (correspondingly, correspondence) **criteria** **culture** (cultural, cultured, uncultured) **decline** **discrete** (discretion, indiscretion) **deduce** (deduction) **despite** **distinct** (distinction, indistinct) **derive** (derive, derivative) **domestic** (domesticate) **evolve** (evolution, evolving, evolutionist) **ethnic** (ethnicity) **equate** (equation) **facilitate** (facilitator, facility) **fundamental formula** (formulate) **immigrate** (immigration, immigrant) **implicate** (implication) **indicate** (indication, indicator, indicative) **justify** (justification, unjustified) **license** (licensed) **minor** (minority) **network prior** **proportion** (proportionate, disproportionate) **ratio** **regulate** (regulation, regulatory, deregulate) **statistics** **subsequent** **substitute** (substitution) **sustain** (sustainable, unsustainable) **transit** (transition, transitory) **trend** **vary** (variable, varying, variants, invariably)

Vocabulary: <i>technical, awareness of audience, courtesy, rules of debate, justify</i>	Vocabulary: See above
<u>Outcome</u> Active, responsive participation in a range of oral activities, showing a developing awareness of audience	<u>Outcome</u> Words used correctly in writing and speaking; correct spelling

‘Let your light shine’