



# English – Spoken Language Objective Overview

## OVERARCHING AIMS:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; be able to elaborate and explain understanding and ideas clearly
- Be confident in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## SPOKEN LANGUAGE

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The **quality and variety of language** that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' **confidence and competence** in spoken language and listening skills. Pupils should develop a capacity to **explain** their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using **discussion** to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and **debate**. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should 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 and theatre performances.

EYFS	<u>ELG (Statutory)</u>	<u>Development Matters (Non-Statutory)</u>
	<p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and forth exchanges with their teacher and peers</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• 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</li> </ul>	<p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Learn new vocabulary</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs</li> <li>• Engage in non-fiction books</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use new vocabulary through the day</li> <li>• Ask questions to find out more and to check they understand what has been said to them</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</li> <li>• Develop social phrases</li> <li>• Engage in story times</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Spoken language</b>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role-play/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>					

Many opportunities for developing Spoken Language arise from reading and writing activities/curriculum e.g. 'discussing a wide range of poems', 'summarising main ideas from texts'. Links with other curriculum areas also provide many opportunities for developing spoken language. Our internal assessment system measures progress towards these general statements.

Although statements for spoken language spread across all year groups, the content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.