

Thurnham Whole School Speaking and Listening Progression 2020- 21

Progression in Speaking and Listening through our Empowering Curriculum

"At Thurnham our Empowering Curriculum will give pupils the key skills that they need to flourish; Brain Power, Resilience, Independence, Investigating and Creativity"

As a school we are aware that children have missed lots of adult and peer engagement during the lengthy lockdown, so our initial focus was on lots of partner talk, group discussion and whole class talk.

Year R	Year 1	Year 2
<p>We need to ensure that adults are using Child Initiated time to talk to the children, having conversations, and ensuring we are using high quality questioning. Staff should be referring to the observation guidance for this. We also need to ensure the children are speaking to each other, holding conversations, negotiating play etc. We will be having a greater focus on vocabulary and language. We are going to be introducing 'Word of the Day'. Each day we will explore a new word with the children, allowing them to explore what it means, and challenging them to use it correctly. We are also going to have a focus on reading books that do not have words, encouraging the children to story tell, make predictions, ask and answer questions and develop story telling skills. This will also promote coming together as a group, connecting through these experiences. We can also use these story times as an opportunity to help children express their emotions. All children will be screened using Language Link, and provision will be provided for those who need it. We will plan in lots of games and activities to support listening skills as a group.</p>	<p>Term 1 had an emotional recovery focus of Talk for Writing through texts, discussing emotions, asking questions and suggesting relevant answers. Outdoor learning encouraged this further.</p>	<p>In Term 1, weeks 1 to 3 were spent on Emotional Recovery with lots of Speaking and Listening. We used the wordless book, Clown, by Quentin Blake. The children explained about our school and classroom and helped Clown to feel at home. They spent a lot of time talking about their emotions, school rules etc. Writing was kept to a minimum, with some writing for a class display and some for whole class books. After this block, we moved on to working on Rhymes through The Snail and the Whale, by Julia Donaldson. We continued to focus on speaking and listening above writing</p>
Early learning goal – speaking	Pupils should be taught to:	
<ul style="list-style-type: none"> •children express themselves effectively, showing awareness of listeners’ needs 	<ul style="list-style-type: none"> •listen and respond appropriately to adults and their peers 	<ul style="list-style-type: none"> •listen and respond appropriately to adults and their peers
<ul style="list-style-type: none"> •they use past, present and future forms accurately when talking about events that have happened or are about to happen in the future 	<ul style="list-style-type: none"> •ask relevant questions to extend their understanding and knowledge 	<ul style="list-style-type: none"> •ask relevant questions to extend their understanding and knowledge
<ul style="list-style-type: none"> •they develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> •use relevant strategies to build their vocabulary 	<ul style="list-style-type: none"> •use relevant strategies to build their vocabulary
Early learning goal – listening	<ul style="list-style-type: none"> •express answers and opinions verbally 	<ul style="list-style-type: none"> •express answers and opinions, beginning to be able

		to justify their response in a simple way; begin to understand different points of view
•children listen attentively in a range of situations	•provide descriptions; express feelings; explain simple things; tell a simple narrative	•provide appropriate descriptions; communicate feelings appropriately; provide a simple explanation; give a narrative for different purposes
•they listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions	•maintain attention for short periods of time; join in conversations; ask and answer questions	•maintain attention for appropriate periods of time; participate actively in conversations; answer questions and initiate some of their own
•they give their attention to what others say and respond appropriately, while engaged in another activity.	•use spoken language to explore ideas, to imagine, to guess or to predict	•use spoken language to develop understanding through exploring ideas, imagining, making guesses and predictions
	•grow in confidence to speak audibly and fluently; begin to use Standard English	•grow in confidence to speak audibly and fluently; begin to use Standard English
	•join in discussions, presentations and performances; engage in role play	•join in discussions, presentations and performances; engage in meaningful role play, being able to improvise
	•gain the interest of the listener	•gain the interest of the listener, sometimes able to monitor the listener's response
	•begin to know that different people have different ideas; be able to listen to these and make a contribution	•know that different people have different ideas; be able to listen to these and make a contribution

•begin to be aware that people use different kinds of speech in different circumstances

•be increasingly aware that people use different kinds of speech in different circumstances.