

## Thurnham Whole School Speaking and Listening Progression 2021-2022

### 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 lockdowns, 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 will have 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 will be spent on Emotional Recovery with lots of Speaking and Listening. We will use the wordless book, Clown, by Quentin Blake. The children will explain about our school and classroom and help Clown to feel at home. They will spend a lot of time talking about their emotions, school rules, transition etc. Writing will be kept to a minimum, with some writing for a class display and some for whole class books. After this block, we will move on to working on Rhymes through The Snail and the Whale, by Julia Donaldson. We continue to focus on speaking and listening above writing</p> |
| <p><b>Early learning goal – Listening, Attention and Understanding</b></p>   | <p><b>Pupils should be taught to:</b></p>   |  |
| <p>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</p>   | <ul style="list-style-type: none"> <li>•listen and respond appropriately to adults and their peers</li> </ul>   | <ul style="list-style-type: none"> <li>•listen and respond appropriately to adults and their peers</li> </ul>  |
| <p>Make comments about what they have heard and ask questions to clarify their understanding</p>   | <ul style="list-style-type: none"> <li>•ask relevant questions to extend their understanding and knowledge</li> </ul>   | <ul style="list-style-type: none"> <li>•ask relevant questions to extend their understanding and knowledge</li> </ul>  |

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| Hold conversation when engaged in back-and-forth exchanges with their teacher and peers   | <ul style="list-style-type: none"> <li>•use relevant strategies to build their vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>•use relevant strategies to build their vocabulary</li> </ul>   |
| <b>Early learning goal – Speaking</b>   | <ul style="list-style-type: none"> <li>•express answers and opinions verbally</li> </ul>   | <ul style="list-style-type: none"> <li>•express answers and opinions, beginning to be able to justify their response in a simple way; begin to understand different points of view</li> </ul>  |
| Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary  | <ul style="list-style-type: none"> <li>•provide descriptions; express feelings; explain simple things; tell a simple narrative</li> </ul>        | <ul style="list-style-type: none"> <li>•provide appropriate descriptions; communicate feelings appropriately; provide a simple explanation; give a narrative for different purposes</li> </ul> |
| Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate   | <ul style="list-style-type: none"> <li>•maintain attention for short periods of time; join in conversations; ask and answer questions</li> </ul> | <ul style="list-style-type: none"> <li>•maintain attention for appropriate periods of time; participate actively in conversations; answer questions and initiate some of their own</li> </ul>  |
| 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 | <ul style="list-style-type: none"> <li>•use spoken language to explore ideas, to imagine, to guess or to predict</li> </ul>                      | <ul style="list-style-type: none"> <li>•use spoken language to develop understanding through exploring ideas, imagining, making guesses and predictions</li> </ul>                             |
|   | <ul style="list-style-type: none"> <li>•grow in confidence to speak audibly and fluently; begin to use Standard English</li> </ul>               | <ul style="list-style-type: none"> <li>•grow in confidence to speak audibly and fluently; begin to use Standard English</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>•join in discussions, presentations and performances; engage in role play</li> </ul>                      | <ul style="list-style-type: none"> <li>•join in discussions, presentations and performances; engage in meaningful role play, being able to improvise</li> </ul>                                |
|   | <ul style="list-style-type: none"> <li>•gain the interest of the listener</li> </ul>   | <ul style="list-style-type: none"> <li>•gain the interest of the listener, sometimes able to monitor the listener’s response</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>•begin to know that different people have different ideas; be able to listen to these and make a contribution</li></ul> | <ul style="list-style-type: none"><li>•know that different people have different ideas; be able to listen to these and make a contribution</li></ul> |
|  | <ul style="list-style-type: none"><li>•begin to be aware that people use different kinds of speech in different circumstances</li></ul>                       | <ul style="list-style-type: none"><li>•be increasingly aware that people use different kinds of speech in different circumstances.</li></ul>         |