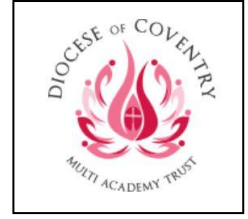




Leamington Hastings C of E Academy

Speaking and Listening / Communication and Language Curriculum



At Leamington Hastings C of E Academy, children are taught a high quality English curriculum that incorporates speaking and listening, teaching children to communicate their ideas and emotions to others. Speaking and listening are essential skills that are crucial for children to take part in all curriculum areas and 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 and other adults will therefore ensure the continual development of children's confidence and competence in spoken language and listening skills, including supporting them to use the correct grammar.

All children will be able to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Children are able to adopt, create and sustain a range of roles within play and in taught drama sessions. All children have the opportunity to respond to a live theatre performance once per year, with them having their own opportunities to perform live on stage for parents, grandparents and the local community twice per year.

Aims

Throughout the speaking and listening curriculum, we will:

- Teach children to listen and respond appropriately to adults and their peers
- Promote high standards of spoken English, including grammar
- Teach children to speak audibly and fluently with an increasing command of Standard English
- Teach children to engage in collaborative conversations, staying on topic and initiating and responding to comments
- Teach children to ask and answer relevant questions, including asking questions to extend their understanding and knowledge
- Equip children with a strong command of spoken English, including age appropriate grammar
- Support children to acquire a wide vocabulary
- Support children to explain clearly and elaborate on their spoken ideas
- Have opportunities to work with groups of children of varying sizes, taking turns when communicating and sharing ideas
- As children grow older, support them to present ideas to their class or engage in supported debates
- Provide opportunities for children to take part in role play and drama activities, both within their classes and as part of whole school performances

* This document should be read in conjunction with other curriculum progression grids

	Nursery Rising 3s	Nursery Pre-School	Reception	Year 1	Year 2
Listening and attention	Can pay attention during short small group carpet times, although may need some prompting to do so.	Can consistently pay attention during short small group carpet times.	Can consistently sustain attention throughout whole class teaching sessions.	Can consistently sustain attention during whole class teaching, when working with a group and during independent tasks.	
	Is usually able to shift from one task to another if an adult fully obtains their attention e.g. by calling their name.	Is consistently able to shift from one task to another if an adult fully obtains their attention e.g. by calling their name.	Consistently sustains attention when working individually or in groups with an adult.		
Listening to and talking about texts	Listens to simple stories and demonstrates an understanding of what is happening by responding to questions, with the help of the pictures as necessary.	Listens to longer stories and can remember much of what happens.	Engage in story times for the whole story, talking about the events, characters and what might happen.	Can discuss and use new vocabulary learning in fiction, non-fiction books.	Can discuss and use increasingly complex vocabulary learning in fiction, non-fiction books and poetry.
		Verbally able to tell a longer story based on a book read to them.	Can follow and understand a story without pictures or props being used.		
	Beginning to join in with predictable refrains and phrases in stories.	Joins in with predictable refrains and phrases in stories.	Takes on the role of a character in imaginary play.		
			Retell a story that they are familiar with, some as exact repetition and some in their own words, using new vocabulary.		
Engages in looking at non-fiction books and talking about them with an adult.	Use the pictures to talk about what has been found out about in non-fiction books.	Talk about information that has been found out in non-fiction books.			
	Begins to use language to express feelings, emotions and thoughts.	Uses language to express feelings, emotions and thoughts.			

Speaking, including grammar	Communicates with adults and children, but is likely to have many problems with irregular tenses and plurals such as runned and swimmmed. Adults to recast what the child said as a whole sentence e.g. 'how lovely that you swam in the sea'.	Communicates with adults and children, but may continue to have some problems with irregular tenses and plurals such as runned and swimmmed. Adults to recast what the child said as a whole sentence e.g. 'how lovely that you swam in the sea'.	The use of past, present and future tense is usually accurate when speaking, with modelling and support from adults when recasting is needed.	The use of past, present and future tense is consistently accurate when speaking.	
		Starts to use the future and past tense correctly e.g. 'I am going to the park' 'I went outside'			
		Retell a simple past event in order.			
		Be able to express a point of view verbally as a sentence, including when they disagree with another child or adult.	Articulates ideas and thoughts in well formed, full sentences.	Able to take part in simple debates as an adult lead group.	Able to take part in simple debates as a class or group.
	Can start a conversation with an adult or friend, but it may be short in length or jump from topic to topic.	Can start a conversation with an adult or friend, continuing it for many turns.	Participate in class, small group and individual discussions, including using recently introduced vocabulary.		
	Speaks in longer sentences although they may not be grammatically correct e.g. Mummy gonned to work.	Speaks in sentences of four to six words.	Consistently hold conversations with many turns with both adults and peers, usually responding appropriately.	Engage in and initiate collaborative conversations, staying on topic and initiating and responding to comments	
	Begins to use talk to organise play e.g. let's go on a bus	Uses talk to organise play e.g. let's go on a bus ... you sit there ... I'll be the driver.	Describe events in detail, and inserts narrative as part of play.		

		Uses sentences joined with conjunctions such as 'because' and 'and'.	Uses a range of conjunctions when narrating events and actions in full sentences e.g. 'because', 'and', 'but', 'or' and 'so'.	Continues to build on the range of conjunctions used when narrating events and actions in full sentences in addition to those used in reception e.g. 'when', 'if' and 'that'	Continues to build on the range of conjunctions used when narrating events and actions in full sentences in addition to those used in earlier year groups e.g. 'where', 'which', 'as', 'unless' and 'until'.
Speaking and vocabulary	Begins to use new vocabulary learnt within stories and group discussions.	Verbally uses a wider range of vocabulary taught within the story or whole group discussion e.g. may use stroll, roasted, knobbly, wart and feast after learning about 'The Gruffalo'	Verbally uses new vocabulary throughout the day that has been taught within whole class lessons, group work and interactions in continuous provision.	Independently uses new vocabulary taught in class sessions and learnt through reading books in speech.	Independently uses increasingly complex vocabulary taught in class sessions and learnt through reading books in speech.
		Begins to understand and use social phrases e.g. good morning, how are you today?	Independently uses new vocabulary learnt throughout the day.		
		Begins to understand and use social phrases e.g. good morning, how are you today?	Understand and use social phrases e.g. good morning, how are you today?		
Songs, rhymes and chants	Beginning to sing a range of songs or rhymes.	Can sing a range of songs or rhymes from memory.	Sing a range of songs and rhymes from memory, including call and response songs.	Sing a range of songs and rhymes from memory, including call and response songs, and can recite simple poems from memory.	Can recite poems by heart using appropriate intonation.
	Begins to recognise words that rhyme.	Can continue a rhyming string, even if suggestions involve nonsense words e.g. fat, cat, mat, tat.	Joins in with and predicts rhyming words when reading rhymes and poems as a class or small group.		
			Can continue a rhyming string with longer words, even if suggestions involve		

			nonsense words e.g. pain, rain, drain, brain.	
			With the support of an adult who has chosen some interesting words from a rhyme or poem, join in with clapping out the correct number of syllables.	Can identify the number of syllables in polysyllabic words.
Understanding	Able to follow routine events and activities using non-verbal cues.			
	Identifies and responds to action words within simple instructions e.g. responds by jumping when asked 'can you show me jumping?'			
	Developing a understanding of simple everyday concepts e.g. fast / slow, loud / quiet, good / bad			
	Responds to every language to describe position e.g. can you put that in the box, put the apple on the plate or run under the bridge.	Uses additional simple positional language such as behind, on top of or in front of, including describing routes and locations.	Understands simple humour e.g. nonsense rhymes and jokes.	
Following instructions	Can follow one step instructions e.g. can you fetch your coat?	Understands a two step instruction e.g. get your coat and wait at the door.	Understands, follows and gives instructions of multiple steps e.g. can you give me the ball, collect all the blocks and put them in the box.	

Asking and answering questions	Understands and answers simple questions using what, who and where.	Understands and answers why questions.	Understands and answers how and when questions.		
				Asks relevant questions to find out information and responds to questions from an adult in whole class, small group and individual situations.	Asks and responds to more complex questions to find out information in whole class, small group and individual situations.
Drama	With support from an adult, takes on the role of a familiar character or well known person in imaginary play.	Takes on the role of characters from stories / well known people in imaginary play.	Takes on the role of characters from stories / well known people in imaginary play, using language to narrate thinking.		
	Takes part in class and whole school performances with support from an adult.	Takes part in class and whole school performances with support from an adult.	Takes part in class and whole school performances, with some support from adults as needed.	Takes part in class and whole school performances, acting and speaking in character for a line or two.	Takes part in class and whole school performances, acting and speaking in character.