



Fairlawn Primary School Speaking and Listening Curriculum

Guidance and Expectations for Speaking and Listening at Fairlawn

Planning

Planning for speaking and listening should be fully integrated in medium term and weekly Literacy planning. Particularly, during phase 2 of the teaching and learning cycle, drama, role-play and other speaking and listening approaches will form the majority of the learning. During lessons where writing is the key skill, talk will be used to underpin all learning and scaffold children's success.

Teaching and Learning

Approaches you could use include:

- Hot-seating;
- Conscience alley;
- Interview in role;
- Monologues;
- Recitation of poetry or prose;
- Talk partners.

Assessment

During Literacy lessons in which speaking and listening are the key skills, children should self and peer assess against given success criteria as they would in any other Literacy lesson. This does not always need to be recorded in books. Teacher assessment will be verbal, and feedback should be given to children during lessons.

Objectives

KS1 and KS2	Curriculum Coverage
Statutory Requirements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers; • ask relevant questions to extend their understanding and knowledge; • use relevant strategies to build their vocabulary; • articulate and justify answers, arguments and opinions; • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; • speak audibly and fluently with an increasing command of Standard English; • participate in discussions, presentations, performances, role play, improvisations and debates; • gain, maintain and monitor the interest of the listener(s); • consider and evaluate different viewpoints, attending to and building on the contributions of others; • select and use appropriate registers for effective communication.
Notes and Guidance (non-statutory)	<p>These statements apply to all years. 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.</p> <p>Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate 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</p>

when and how to participate constructively in conversations and debates.

Attention should also be paid 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 to 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.