



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, helping every child flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

**Community** - Treat others as we would want to be treated ourselves

**Hope** – Giving confidence in what we can contribute and achieve together

**Aspiration** - Believe that we can be the best version of ourselves in all that we do

**Mission** – Living with purpose and commitment to making a positive difference

**Perseverance** – Not everything comes easily – keep trying to reach your goals and dreams

**Shine** – Let your light shine on yourself and others

As Rights Respecting schools, our intents are based around the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education.**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

## Spoken language

- Is your curriculum and teaching organised to support pupils' growing depth of learning and understanding?
- Does your curriculum ensure progression across all year groups and phases? (knowledge, skills, vocabulary)

We consider spoken language and the ability to communicate effectively to be of the utmost importance at The Upper Nidderdale Primary Federation. These skills are of great value in school life and beyond.

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.

We will 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 will also be taught to understand and use the conventions for **discussion and debate**.

All pupils will participate in and gain knowledge, skills and understanding associated with the artistic practice of **drama**. Pupils will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They will 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.

As with all of our curriculum design, we have carefully planned objectives that will support our pupils' growing depth of learning and understanding. We have planned for progression across all every year group, with challenge for our more able pupils.

## **C&L - Listening, Attention & Understanding ELGs**

### **Listening and Understanding**

**1. 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.**

**2. Make comments about what they have heard and ask questions to clarify their understanding.**

**3. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**

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## **C&L - Listening, Attention & Understanding ELGs**

### **Speaking**

**1. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.**

**2. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.**

**3. 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.**

## Spoken Language

### Meeting

### Year 1

### Expectations

- Speaks clearly and confidently in front of others
- Re-tells a well-known story, remembering the main characters and events
- Holds attention when collaborating with others
- Does not stray away from the main topic when engaged in collaborative talk
- Asks relevant questions to extend understanding and knowledge
- Initiates conversation in a collaborative situation
- Listens carefully to what others are saying in group talk
- Responds appropriately to what others say
- Joins in happily with role-play

### Exceeding

### Year 1

### Expectations

- Justifies answers, arguments and opinions when challenged
- Gives well-structured descriptions, explanations and narratives for different purposes
- Expresses personal feelings when involved in discussions
- Participates keenly in discussions and debates
- Re-tells well known stories, remembering detail and adding own point of view
- Changes an event or character in a familiar story when asked to do so
- Considers the point of view of everyone in a collaborative talk situations
- Uses appropriate language to ensure listener knows when something has happened
- Understands consequences of what is said to others

## Spoken Language

### Meeting

### Year 2

### Expectations

- Asks questions to gain information and to clarify meaning
- Expresses themselves using complete sentences
- Makes more specific vocabulary choices, for example technical language
- Takes turns when talking in pairs or in small groups
- Offers appropriate comments in paired or small group discussion
- Becoming aware that formal and informal situations require a different role and language
- Retells familiar stories using narrative language and linking words and phrases
- Holds the attention of listeners by adapting the way they talk
- Beginning to understand how to speak for different purposes and audiences
- Performs simple poems from memory

### Exceeding

### Year 2

### Expectations

- Uses different style, tone, and loudness of speech when speaking to a larger audience
- Helps the discussion to go well by listening and responding to others' ideas
- Draws up a set of questions about a set of artefacts that is shared or discussed with the class
- Explains main things learnt from a presentation by someone
- Draws up hypothesis in Science
- Talks about personal feelings when reflecting on a story
- Organises persuasive language with a clear view as to who its pitched at
- Knows when to vary voice and language to express feelings at a key moment
- Ensures instructions follow one another in sequence
- Decides how to present a poem dramatically, using all members of the group



## Spoken Language

### Meeting Year 3 Expectations

- Sequences and communicates ideas in an organised and logical way
- Varies the amount of detail and choice of vocabulary dependent on the purpose and audience
- Participates fully in paired and group discussions
- Shows understanding of the main points in discussions
- Retells stories using narrative language and adding relevant detail
- Shows they have listened carefully by making relevant comments
- Formally presents ideas or information to an audience
- Recognises that meaning can be expressed in different ways depending on the context
- Performs poetry from memory adapting expression and tone as appropriate

### Exceeding Year 3 Expectations

- Talks about personal feelings in reaction to the way a story starts and ends
- Ensures that persuasive talk provokes a strong response
- Listens to others responsively in discussion and links ideas clearly to what others have said even when views are different.
- Makes use of what is learnt from a discussion, presentation or broadcast
- Ensures the language and structure used when giving instructions are appropriate for the task
- Gives instructions with clear diction so that everything can be heard and understood
- Adapts instructions to suit different audiences e.g. adults, younger children
- Happily attempts different roles/responsibilities according to what is needed
- Happily takes different viewpoints to influence feelings about characters and situations

## Spoken Language

**Meeting**

**Year 4**

**Expectations**

- Asks questions to clarify or develop understanding
- Sequences, develops and communicates ideas in an organised, logical way
- Shows understanding of the main points and significant details in discussion
- Increasingly adapts what is said to meet the needs of the audience/listener
- Varies the use and choice of vocabulary dependent on the audience and purpose
- Shows understanding of how and why language choices vary in different contexts
- Presents writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Justifies answers with evidence.

**Exceeding**

**Year 4**

**Expectations**

- Prepare and deliver a talk to the class on an aspect of learning in Science, History or Geography
- Present a strong argument in a formal debate on an issue, using the language and procedures of debating
- Work on a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject
- Listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was the most convincing
- Comment on the language used in the arguments presented in the debate
- Take on roles to argue opposing views on an issue, and then discuss ways of dealing constructively disagreement
- Explain the advantages and disadvantages of the formal rules of debating

## Spoken Language

### Meeting Year 5 Expectations

- Engages the interest of the listener by varying their expression and vocabulary
- Adapts spoken language to the audience, purpose and context
- Explains the effect of using different language for different purposes
- Expresses ideas and opinions, justifying point of view
- Shows understanding of the main parts, significant details and implied meanings in a discussion
- Listens carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views
- Beginning to use Standard English in formal situations
- Beginning to use hypothetical language to consider more than possible outcome or situation
- Performs their own compositions, using appropriate intonation and volume so that meaning is clear
- Performs poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone

### Exceeding Year 5 Expectations

- To organise and shape talk, making connections between ideas and drawing on different points of view
- To use persuasive language and techniques to influence the listener
- To show understanding of how and why language choices vary in their own and others' talk in different contexts
- To speak in extended turns to express ideas and opinions, with some relevant detail
- To vary vocabulary, grammar and non-verbal features to suit audience, purpose and context
- To sustain listening to different sources, retaining or noting key information
- To listen to others in discussion and link own ideas clearly to others' views

# Spoken Language

## Meeting Year 6 Expectations

- Talks confidently and fluently in a range of situations, using formal and Standard English as appropriate
- Asks questions to develop ideas and makes contributions that take account of others' views
- Explains ideas and opinions giving reasons and evidence
- Takes an active part in discussions, taking different roles
- Listens to and considers the views and opinions of others in discussions
- Makes contributions to discussions, evaluating others' ideas and responding to them
- Sustains and argues a point of view in a debate, using formal language of persuasion
- Expresses possibilities using hypothetical and speculative language in Science and when discussing Reading
- Engages listeners through choice of vocabulary and register according to the context
- Performs poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere

## Exceeding Year 6 Expectations

- Understands that there are different registers and levels of formality within Standard English and that this is dependent on the context
- Makes considered choices about the register and vocabulary to engage their audience, according to the context
- Asks pertinent questions to develop and extend ideas
- Articulates ideas and opinions, using evidence and explanation to support
- Participates in discussions, listens attentively and responds to others' points of view, drawing on evidence and explaining
- Adopts group roles and responsibilities independently, drawing ideas together and promoting effective discussion
- Debates an issue, structuring a logical argument using formal discursive language and responding to the opposite view
- Explores complex ideas and feelings in a range of ways, both succinct and extended
- Performs own compositions, using appropriate intonation and volume and expression to engage the audience
- Performs poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere to engage a specific audience