

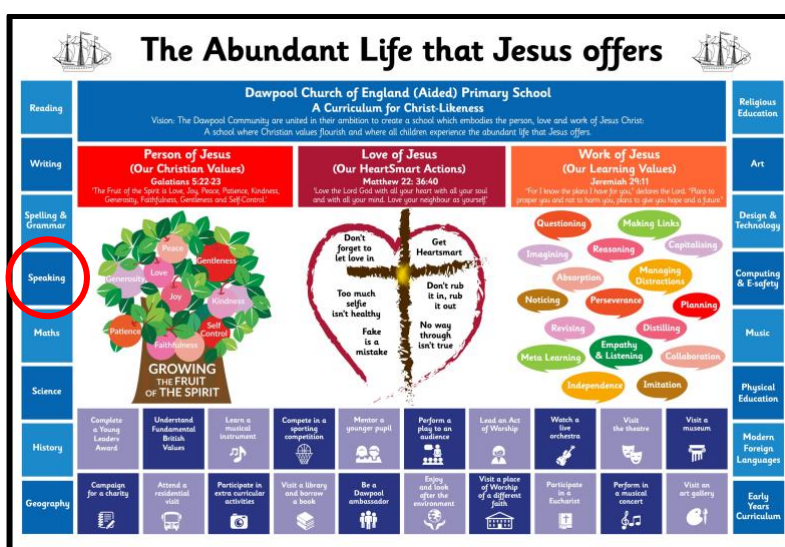


DAWPOOL

Dawpool C.E. (Aided) Primary School

A Dawpool Speaker

Speaking



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers**.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

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Why is English Important?

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times.

In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations.

Dawpool's Vision for Speaking

On completion of the Speaking curriculum at Dawpool, pupils will have developed:

- *The ability to speak confidently, purposefully and with detail on a number of topics throughout the curriculum.*
- *Spoken techniques such as pace, tone, clarity, projection, facial expression and eye-contact to engage the listener.*
- *An impressive vocabulary.*
- *The ability to ask pertinent questions.*
- *The ability to articulate personal ideas and opinions, using evidence and explanation in support*
- *The ability to participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining ideas.*

National Curriculum for English

The National Curriculum for English at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.



Education Recovery in English

In response to the COVID-19 pandemic, we have identified 3 overarching improvement priorities for education recovery:

- *Reading across the curriculum*
- *Teachers' subject, pedagogical and pedagogical content knowledge*
- *Quality First Teaching*

A focus on these 3 priorities will ensure that all pupils can access the full curriculum which is central to the '**Abundant Life that Jesus offers.**'

In addition to these 3 priorities, we have taken a **subject-specific approach** when prioritising what to teach.

In determining what to prioritise in the **English** curriculum, we have focused on our vision statements which outline our aspirations for pupils in this subject. We have also considered the [guidance](#) produced by the DfE. The main aim of education recovery at Dawpool is to teach pupils what they need in order to make sense of later work in the curriculum.

We have therefore identified the following priorities for the **English** curriculum.

Pupils will:

- *Read frequently across the curriculum.*
- *Read for pleasure.*
- *Experience 'story time' in classrooms.*
- *Regularly practice decoding and phonic skills.*
- *Consolidate spelling, handwriting and punctuation through dictation exercises.*
- *Start with shorter writing tasks (focusing on sentence structure and spelling) and build up to longer pieces.*
- *Practice handwriting regularly.*



Early Years Literacy

Foundation Stage Literacy	
Class	Development Matters Statements Literacy – Comprehension, Word Reading and Writing
Foundation 1	<ul style="list-style-type: none">• Understand the five key concepts about print:<ul style="list-style-type: none">• print has meaning• print can have different purposes• we read English text from left to right and from top to bottom• the names of the different parts of a book• page sequencing• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in a word• recognise words with the same initial sound, such as money and mother• Engage in extended conversations about stories, learning new vocabulary.• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.• Write some or all of their name.• Write some letters accurately.
Foundation 2	<ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school's phonic programme.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.• Form lower-case and capital letters correctly.

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	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
Early Learning Goals	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Term	Topic	Activities which may be included. Please note the nature of the EYFS means planning changes daily.
Autumn Term	Getting to Know You	<ul style="list-style-type: none"> • Foundation 1 will focus on Phase 1 Phonics through the year. • Foundation 2 will assess children in Phase 1 Phonics before moving onto Phase 2. Through regular assessment and practice decisions will be made about when some of all of the children move onto Phase 3. • The main focus of the part of the year is to get children reading CVC words quickly and accurately. Once reading books are ready to be sent home, staff will then hear children read weekly, either on a 1:1 basis or through a guided read. • The classroom provision is set up to include writing opportunities in all areas, inside and out. These might be whiteboards and pens; clipboards and pencils, chalks, paint

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Spring Term	Superheroes	<p>and brushes. The main writing are will include paper of different sizes, felt tip pens, colouring pencils, crayons and chalk</p> <ul style="list-style-type: none"> • At the start of the year staff will talk with children about each resource and its purpose. Staff will observes and scaffold children's learning during continuous provision, to ensure they are being used correctly.
Summer Term	Disney Around the World	<ul style="list-style-type: none"> • Reading opportunities will be available in different areas around the room, with relevant books linked to that specific area. The main reading area will be designed to be inviting to all children, with books linked to current topics. These will be changed regularly. • Children will be read to several times a day by staff with the focus being; discussion of the character, setting and theme of the books. Children will be encouraged to discuss and share their thought and views on the books they hear. • In Foundation 1 the focus is not on getting the children to write, rather than supporting their gross motor skills which in turn benefits their fine motor skills. A specific 'Funky Fingers' area is set up and changed several times a week. This helps the children develop hand strength and hand eye co-ordination • In Foundation 2 during the Autumn Term staff will not focus on writing, again just making sure the fine motor skills are supported and enhanced. Children will initially be supported to undertake their own, self-chosen, mark making during provisions. Writing skills will become a focus in Spring Term. • Where possible a book or rhyme will be used as a specific hook into the topic. • The classroom display will show samples of children's mark making linked to topics. • During the week the children will complete an adult led activity based upon the class topic and mark making will be encouraged. Children will also be encouraged to complete one independent challenge and their achievements will be celebrated in class.



A Year 1 Speaker at Dawpool

- I speak clearly and confidently in front of people in my class.
- I can re-tell a well known story and remember the main characters.
- I can hold attention when playing and learning with others.
- I can keep to the main topic when we are talking in a group.
- I can ask questions in order to get more information.
- I can start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I join in with conversations in a group.
- I join in with role play.

Year 1 Greater Depth in Speaking

- I can explain my answers, arguments and opinions when challenged.
- I can give careful descriptions, explanations and narratives for different purposes.
- I can express my personal feelings when involved in discussions.
- I can take part keenly in discussions and debates.
- I can retell a story I know, remembering details and adding my own point of view.
- I can make changes to events (*usually endings*) in a familiar story when asked to do so.
- I can consider the views of everyone in a discussion.
- I can use appropriate language to ensure the listener knows when something happened.
- I can understand the consequences of what is said to others.
- I can summarise the outcome of a discussion.

A Year 2 Speaker at Dawpool

- I can ask question to get more information and clarify meaning.

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- I can talk in complete sentences.
- I can decide when I need to use specific vocabulary.
- I can take turns when talking in pairs or a small group.
- I am aware that formal and informal situations require different language (beginning).
- I can retell a story using narrative language and linking words and phrases.
- I can hold the attention of people I am speaking to by adapting the way I talk.
- I understand how to speak for different purposes and audiences (beginning).
- I can perform a simple poem from memory.

Year 2 Greater Depth in Speaking

- I can use different style, tone and loudness of speech when speaking to a larger audience.
- I can help the discussion to go well by listening and responding to others' ideas.
- I can think of some questions about a group of objects that is shared or discussed with the class.
- I can explain the main things I have learnt from a presentation by someone else.
- I can talk about why I think certain things happen in science.
- I can talk about own feelings when thinking about a story.
- I can choose persuasive language to suit the listener
- I know when to vary my voice and language to express my feelings at a key moment.
- I can make sure instructions follow one another in sequence.
- I can decide how to present a poem dramatically, using all members of the group.

A Year 3 Speaker at Dawpool

- I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- I take a full part in paired and group discussions.
- I show that I know when Standard English is required and use it (beginning).
- I can retell a story using narrative language and add relevant detail.
- I can show that I have listened carefully because I make relevant comments.
- I can present ideas or information to an audience.

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- I recognise that meaning can be expressed in different ways, depending on the context.
- I can perform poems from memory adapting expression and tone as appropriate.

Year 3 Greater Depth in Speaking

- I can speak with good diction so that those at the rear of the audience can hear clearly what I am saying.
- I can talk about my personal feelings in relation to the way a story starts and ends.
- I can ensure that my persuasive talk provokes a strong response.
- I can listen to others responsively in discussion and link ideas clearly to what others have said, even when my point of view is different.
- I can make use of what is learnt from a discussion, presentation or broadcast
- I can ensure the language and structure I use when giving instructions are appropriate for the task.
- I can give instructions with clear diction, so that everything can be heard and understood.
- I can adapt instructions to suit different audiences, for example, for adults or younger children.
- I am happy to attempt different roles/responsibilities according to what is needed.
- I am happy to look at a different viewpoint to influence my feelings about a character or situation

A Year 4 Speaker at Dawpool

- I ask questions to clarify or develop my understanding.
- I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- I show that I understand the main point and the details in a discussion.
- I adapt what I am saying to the needs of the listener or audience (increasingly).
- I show that I know that language choices vary in different contexts.
- I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
- I can justify an answer by giving evidence.
- I use Standard English when it is required.
- I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

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Year 4 Greater Depth in Speaking

- I can prepare and deliver a talk to the class on an aspect of learning in science, history or geography.
- I can present a strong argument in a formal debate on an issue, using the language and procedures of debating.
- I can propose and discuss possible explanations and questions (e.g. re phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources.
- I can develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject.
- I can listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing.
- I can comment on the language used in the arguments presented in a debate.
- I can take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement.
- I can reflect on and evaluate my dramatic presentations and those of others.
- I can explain the advantages and disadvantages of the formal rules of debating.
- I show a good understanding of what has been said and can introduce new ideas that are valid.

A Year 5 Speaker at Dawpool

- I can engage the listener by varying my expression and vocabulary.
- I adapt my spoken language depending on the audience, the purpose or the context.
- I can develop my ideas and opinions, providing relevant detail.
- I can express my point of view.
- I show that I understand the main points, including implied meanings in a discussion.
- I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.
- I use Standard English in formal situations.
- I am beginning to use hypothetical language to consider more than one possible outcome or solution.
- I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.
- I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.
- I am beginning to select the appropriate register according to the context.

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Year 5 Greater Depth in Speaking

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

A Year 6 Speaker at Dawpool

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I ask questions to develop ideas and take account of others' views.
- I explain ideas and opinions giving reasons and evidence.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I make contributions to discussions, evaluating others' ideas and responding to them.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.
- I can express possibilities using hypothetical and speculative language.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the context.
- I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
- I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

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Year 6 Greater Depth in Speaking

- I can adapt spoken language confidently according to the demands of the context. .
- I understand that there are different registers and levels of formality within Standard English and that this is dependent upon the context.
- I can make considered choices about the required register and vocabulary I need to use to engage my audience, according to the context.
- I can ask pertinent questions to develop and extend ideas.
- I can articulate ideas and opinions, using evidence and explanation in support
- I participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining my ideas.
- I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.
- I can debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.
- I can explore complex ideas and feelings in a range of ways, both succinct and extended.
- I can maintain generally controlled and effective organisation of talk to guide the listener.
- I can perform my own compositions, using appropriate intonation, volume and expression to engage my audience.
- I can perform poems or plays from memory, making deliberate choices about how I convey ideas about characters, contexts and atmosphere, to engage a specific audience.

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