

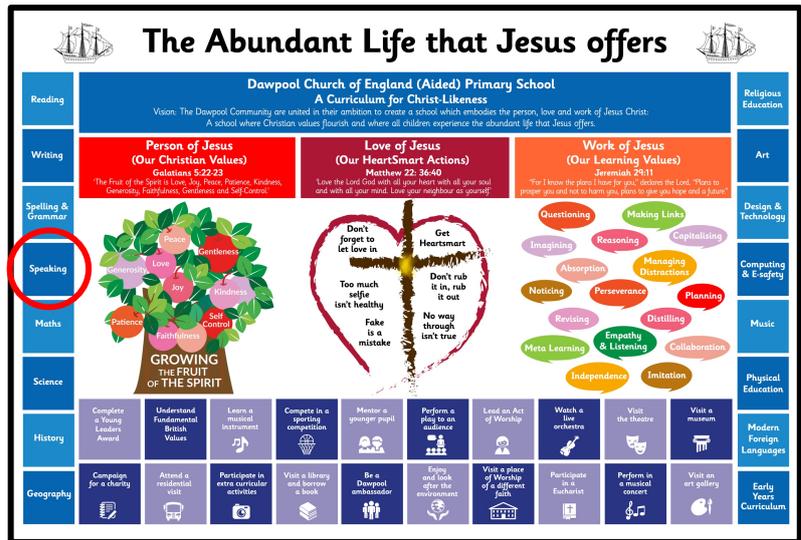


Dawpool C.E. (Aided) Primary School

DAWPOOL

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).

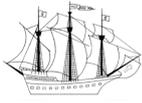
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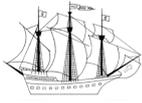
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‘For I know the plans I have for you,’ declares the Lord. ‘Plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)



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.*

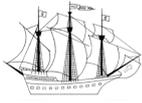
National Curriculum for English

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

Early Years Communication & Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The quality and variety of

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language that children hear and speak throughout the day is crucial for developing their understanding, vocabulary and their ability to communicate effectively with others. By introducing new vocabulary through reading to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing children with extensive opportunities to use and embed new words in a range of contexts, all children have the opportunity to thrive. Through conversation, story-telling and role-play, where children share their ideas with support and modelling from their teacher, children become comfortable using a rich range of vocabulary. The frequency and depth of these daily exchanges, and the confidence that develops when children are involved in positive communication, are fundamental to their progress.

Early Learning Goal (ELG): Communication & Language

ELG Listening

Children at the expected level of development in the Early Years will:

- Listen carefully and respond appropriately when being read to and during whole class and small group discussions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG Speaking

Children at the expected level of development in the Early Years will:

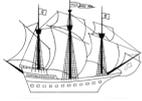
- Participate in small group, class and 1-to-1 discussions, offering their own ideas, using new vocabulary;
- Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas using full sentences, with modelling and support from their teacher.

ELG Performing

Children at the expected level of development in the Early Years will:

- Sing a range of well-known nursery rhymes and songs;

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- Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music;
- Co-construct, invent, adapt and recount narratives and stories with peers and their teacher.

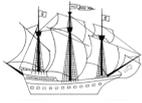
A Year 1 Speaker at Dawpool

- 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.

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- 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.
- 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.

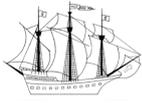
Year 2 Greater Depth in Speaking

- 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 a 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.

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- 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.
- 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.

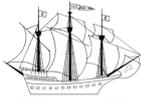
Year 3 Greater Depth in Speaking

- 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.

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- 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.

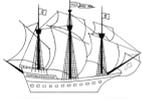
Year 4 Greater Depth in Speaking

- 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.

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- 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.

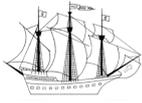
Year 5 Greater Depth in Speaking

- 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.

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- I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

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.