

## English Spoken Language Curriculum Coverage



	Learning	Knowledge/Activities	Vocab
<b>Nursery</b>	<p style="text-align: center;"><b>Communication &amp; Language</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult                             <ul style="list-style-type: none"> <li>• Use a wider range of vocabulary</li> </ul> </li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”                             <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs</li> </ul> </li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’                             <ul style="list-style-type: none"> <li>• Develop their pronunciation but may have problems saying:                                     <ul style="list-style-type: none"> <li>- some sounds: r, j, th, ch, and sh</li> <li>- multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li> </ul> </li> <li>• Use longer sentences of four to six words</li> </ul> </li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling expectations of correct use of language                             <ul style="list-style-type: none"> <li>• Sharing classroom rules regularly to reinforce expectations on listening</li> <li>• Use of songs and rhymes to support</li> </ul> </li> <li>• Modelling of questioning and answering</li> <li>• Mark marking and responding in different ways e.g. post-it notes, letter to Santa, responses to music                             <ul style="list-style-type: none"> <li>• Phonics games and activities on a daily basis</li> </ul> </li> <li>• Support, guide and model children in asking enquiry based questions e.g. introducing new ‘research’</li> <li>• Modelling sentence structure and refining this alongside speech                             <ul style="list-style-type: none"> <li>• PSED activities</li> </ul> </li> <li>• Building vocabulary by repeating back what children say with additional language and corrections in relation to grammatical accuracy</li> <li>• Circle Time e.g. pass the teddy, taking turns to speak</li> <li>• Story-telling/puppet shows/creating own narratives</li> <li>• Scaffolding of speech and learning though questions and supporting them to share their knowledge and deepening their understanding</li> </ul>	<p style="text-align: center;">How? What? Why? When? ‘I think because...’ ‘Can you tell me...’</p>



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	<ul style="list-style-type: none"> <li>• Start a conversation with an adult or a friend and continue it for many turns</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• 1:1 and group phonic sessions and support</li> <li>• Adult modelling of key questions Who? What? Why?</li> <li>• Clear explanations of how things work</li> </ul>	
	<b>Learning</b>	<b>Knowledge/Activities</b>	<b>Vocab</b>
<b>Reception</b>	<p style="text-align: center;"><b>Communication &amp; Language</b></p> <p style="text-align: center;"><b>Listening, Attention and Understanding ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p style="text-align: center;"><b>Speaking ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Circle time activities</li> <li>• Whole class/group discussions</li> <li>• Link discussions to current and previous learning</li> <li>• R-Time sessions – promoting conversations</li> <li>• Games that involves descriptions e.g. Guess the Animals <ul style="list-style-type: none"> <li>• Show and Tell</li> <li>• Hot seating in all curriculum areas</li> <li>• Discussions around what they have achieved and how they can make it better both 1:1 and how they did it as a class <ul style="list-style-type: none"> <li>• Re-creating and acting out stories/poems/rhymes</li> </ul> </li> <li>• Discussions around new vocabulary and ‘WOW’ words linked to classroom display</li> <li>• Daily phonic sessions – learning sounds and how these work in words <ul style="list-style-type: none"> <li>• Use of STEM sentences in Maths</li> <li>• PSHE – discussions around feelings and emotions</li> <li>• Speech and language interventional support</li> <li>• Verbal feedback and back and forth interactions with adults</li> </ul> </li> </ul> </li> </ul>	<p style="text-align: center;">How? What? Why? When?</p> <p style="text-align: center;">‘I think because...’ ‘Can you tell me...’</p>



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Year 1	Learning Objectives	Knowledge/Activities	Vocab
Autumn 1	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and following to school and classroom rules</li> <li>• Circle time activities</li> <li>• Regular show and tell</li> <li>• Use of talk partners as a strategy to extend understanding and knowledge</li> </ul>	How? What? Why? When? 'I think because...'
Autumn 2	<ul style="list-style-type: none"> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• 'Up levelling' writing through modelled and shared writing</li> <li>• 'Magpie' strategy to build vocabulary and descriptive language</li> <li>• Debate</li> <li>• Participation in infant Nativity production</li> </ul>	How? What? Why? When? 'I think because...'
Spring 1	<ul style="list-style-type: none"> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<ul style="list-style-type: none"> <li>• Writing character descriptions which have been clearly modelled and shared verbally</li> <li>• Story mapping with the chance for the children to rehearse and present these</li> <li>• 'Hot seating' used as a strategy to participate in conversation</li> <li>• Regular circle time discussions to allow the children to initiate and respond to adult and peer comments</li> </ul>	How? What? Why? When? 'I think because...'
Spring 2	<ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Science lessons reinforce the used of hypothesising and exploring language</li> <li>• Developing the use of the role play area to explore specific language further</li> <li>• Guided reading gives children the opportunity to hear fluent and Standard English</li> <li>• Use of small world</li> </ul>	How? What? Why? When? 'I think because...'



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Summer 1	<ul style="list-style-type: none"> <li>participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 class assembly performance allows the children to perform and present, sometimes in character</li> </ul>	How? What? Why? When? 'I think because...'
Summer 2	<ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Performance poetry</li> <li>Drama to act out narrative</li> <li>Questioning built into the reading curriculum to allow the children to build on the contributions of others</li> </ul>	How? What? Why? When? 'I think because...'
Year 2	<b>Learning Objectives</b>	<b>Knowledge/Activities</b>	<b>Vocab</b>
Autumn 1	<ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	<ul style="list-style-type: none"> <li>During main teaching daily</li> <li>During intervention timetable</li> <li>Guided reading daily lessons</li> <li>English 'In my heart' book</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Autumn 2	<ul style="list-style-type: none"> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul>	<ul style="list-style-type: none"> <li>Daily maths lessons and topic coverage over the half term</li> <li>Guided reading daily lessons</li> <li>Christmas Nativity performance giving the children to present and perform and speak in character</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Spring 1	<ul style="list-style-type: none"> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<ul style="list-style-type: none"> <li>Weekly PSHE sessions</li> <li>Q&amp;A sessions with visitors</li> <li>Meet the author events</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it



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Spring 2	<ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Science lessons</li> <li>Sharing work in class</li> <li>Work on the Great Fire of London – giving the children the opportunity to explore ideas and imagine</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Summer 1	<ul style="list-style-type: none"> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>listen and respond appropriately to adults and their peers</li> </ul>	<ul style="list-style-type: none"> <li>DT topic allows the children to discuss technical vocabulary and talk through technical choices with peers</li> <li>Opportunity to use Maths vocab to gain the interest of the listener.</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Summer 2	<ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Year class assembly performance allows the children to perform and present, sometimes in character</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Year 3	<b>Learning Objectives</b>	<b>Knowledge/Activities</b>	<b>Vocab</b>
Autumn 1	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>R-Time activities to listen to children and adult instructions and interactions</li> <li>Use of Flashback 4s to enable questioning to extend understanding and knowledge</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Autumn 2	<ul style="list-style-type: none"> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Discussions with the use of working walls in all subjects to build vocabulary</li> <li>Use of maths challenges to enable the children to justify answers</li> </ul>	Blooms' question starters: Compare Name Describe

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		<ul style="list-style-type: none"> <li>Hot seating activities to argue and share opinions in topic areas</li> <li>Vocabulary focus in guided reading sessions</li> </ul>	Explain Because Prove it
Spring 1	<ul style="list-style-type: none"> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<ul style="list-style-type: none"> <li>Talking activities in the writing process, sharing with peers.</li> <li>Children engaging in green pen work with peers to respond to comments made by them and the teacher</li> <li>Guided reading activities completed on a daily basis</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Spring 2	<ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul>	<ul style="list-style-type: none"> <li>Science experimental work enables the children to speculate and hypothesise</li> <li>Easter production for Years 3 and 4 lets the children to rehearse their use of spoken language</li> <li>Guided reading activities completed on a daily basis allows the children to discuss and present ideas</li> <li>English units lend themselves to role play and debates</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Summer 1	<ul style="list-style-type: none"> <li>gain, maintain and monitor the interest of the listener(s)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly R-time sessions</li> <li>Presentation of ideas in all areas of the curriculum modelled by adults</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Summer 2	<ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading activities completed on a daily basis</li> <li>PSHE and RE activities allow pupils to consider other viewpoints</li> <li>English units lend themselves to improving communication skills by participating in</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because



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Year 4	Learning Objectives	Knowledge/Activities	Vocab
Autumn 1	<ul style="list-style-type: none"> <li>participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>discussion, presentations, performances, role play/improvisation and debates</li> <li>Use of talk partners as a teaching and learning strategy in all curriculum areas</li> <li>Electricity science unit and Anglo-Saxon unit enables children to use partner discussion and ask questions to extend their knowledge and understanding</li> </ul>	Prove it  Blooms' question starters: Compare Name Describe Explain Because Prove it
Autumn 2	<ul style="list-style-type: none"> <li>use relevant strategies to build their vocabulary</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<ul style="list-style-type: none"> <li>Use of thesaurus and dictionaries to extend vocabulary</li> <li>State of matter experiments in science allows children to participate in conversations on the topic</li> <li>Talking activities based on teacher comments</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Spring 1	<ul style="list-style-type: none"> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	<ul style="list-style-type: none"> <li>Balanced argument unit in English allows children to argue and give opinions</li> <li>Explanation unit in English gives the children opportunity to justify answers</li> <li>Science unit on sound</li> <li>PSHE lessons allow children to verbally describe and express feelings</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Spring 2	<ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>Performance opportunity allowing the children to speak in Standard English</li> <li>Daily guided reading sessions where children read aloud and speculate, hypothesise, imagine and explore ideas further</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it



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Summer 1	<ul style="list-style-type: none"> <li>participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> </ul>	<ul style="list-style-type: none"> <li>Script writing in English with the opportunity to perform to adults and peers</li> <li>English lessons involving drama which includes opportunities for discussion, role play/improvisation and debates</li> <li>Speaking and listening teaching and learning strategies embedded throughout learning</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Summer 2	<ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Class assembly opportunity enables the children to select and use the appropriate communication</li> <li>Daily opportunities for the children to see the teacher model effective communication and to apply it</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Year 5	<b>Learning Objectives</b>	<b>Knowledge/Activities</b>	<b>Vocab</b>
Autumn 1	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading – asking questions about the texts</li> <li>Peer work in Maths lessons</li> <li>R-Time skills on-going throughout all areas of the curriculum</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Autumn 2	<ul style="list-style-type: none"> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading</li> <li>Group discussions in most areas of the curriculum</li> <li>PSHE/RE debates</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it



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Spring 1	<ul style="list-style-type: none"> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<ul style="list-style-type: none"> <li>PSHE topic this half term</li> <li>English unit (Spring 2) based on speech</li> <li>Maths explanations for strategies used</li> <li>RE discussions in unit</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Spring 2	<ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>Science experiments developing language based on hypothesising and exploring ideas</li> <li>DT marble run topic</li> <li>English unit working on speech and Standard English</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Summer 1	<ul style="list-style-type: none"> <li>participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> </ul>	<ul style="list-style-type: none"> <li>Goodnight Mr Tom involving many opportunities to act in role</li> <li>Class assembly giving the children to present and gain, maintain and monitor the interest of the listener</li> <li>Geography unit doing group research and task/presentation</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Summer 2	<ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>RE and PSHE topics allow opportunities to consider and discuss different viewpoints.</li> <li>Weekly R-Time allows the children to select the appropriate means of communication</li> </ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it
Year 6	<b>Learning Objectives</b>	<b>Knowledge/Activity</b>	<b>Vocab</b>
Autumn 1	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Use of R-Time and PSHE strategies in all curriculum areas</li> </ul>	Blooms' question starters: Compare Name Describe

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	<ul style="list-style-type: none"> <li>participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul>	<ul style="list-style-type: none"> <li>Use of teacher and pupil questioning to extend and develop children's understanding</li> <li>Ancient Greece – Trojan Horse. Children can perform, engage in role play and improvise</li> </ul>	<p>Explain Because Prove it</p>
Autumn 2	<ul style="list-style-type: none"> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Weekly vocabulary activity in guided reading sessions</li> <li>Discrete SPAG weekly sessions to build understanding of vocabulary</li> <li>Opportunity share opinions in all curriculum areas</li> <li>PSHE lessons and Internet safety sessions giving the children opportunities to justify answers and opinions</li> </ul>	<p>Blooms' question starters: Compare Name Describe Explain Because Prove it</p>
Spring 1	<ul style="list-style-type: none"> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	<ul style="list-style-type: none"> <li>Who let the God's out? English unit gives the children the opportunities to give well-structured descriptions, explanations and narratives using oral rehearsal</li> <li>English unit on Marcus Rashford allows the children to describe, discuss and explain before the writing process</li> </ul>	<p>Blooms' question starters: Compare Name Describe Explain Because Prove it</p>
Spring 2	<ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>Science topics lend themselves to speculation, hypothesising, imagining and exploring ideas – Electricity and Heart AT1 activities</li> </ul>	<p>Blooms' question starters: Compare Name Describe Explain Because Prove it</p>
Summer 1	<ul style="list-style-type: none"> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>speak audibly and fluently with an increasing command of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>Weekly PSHE sessions give the children the opportunity to discuss and speak audibly and fluently</li> </ul>	<p>Blooms' question starters: Compare Name Describe</p>



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		<ul style="list-style-type: none"><li>• Weekly R-Time activities reinforce the skills of maintaining and monitoring the listeners attention</li><li>• Debates in RE topics ensuring the listeners interest is maintained</li></ul>	Explain Because Prove it
Summer 2	<ul style="list-style-type: none"><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li></ul>	<ul style="list-style-type: none"><li>• Daily reading sessions where pupils consider the viewpoints of others</li><li>• Clear audience and purpose in each English unit where speaking and listening strategies underpin children's understanding of effective communication e.g. paired talk</li><li>• Weekly PHSE and R-Time sessions allowing the children to consider and evaluate different viewpoints</li><li>• Talking activities to investigate the audience of each writing genre</li></ul>	Blooms' question starters: Compare Name Describe Explain Because Prove it