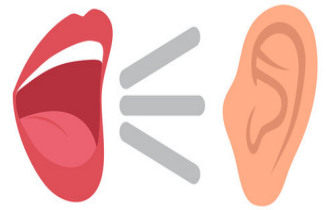




## English Curriculum Statement (Speaking & Listening)



### Intent

At St Laurence's Primary School, we believe that a strong foundation of English skills is built by exploring the core principles of speaking and listening. We encourage students to explore through verbal language before ever applying ideas down with pen and paper. This is part of our vision from EYFS right through to the end of Year 6. It is our aim to support all children, including SEND, through building their confidence within speaking and listening skills to make them better learners. Not only within English, but to apply this throughout all areas of our curriculum. By doing this we: encourage inclusivity so that every child has access to learning opportunities regardless of background or ability; have high engagement that is stimulating for learners; build progression on previous knowledge and skills to ensure continuous improvement and support personal development by encouraging social, moral, spiritual, and cultural growth. Overall, we believe the speaking and listening objectives in the National Curriculum are not only fundamental for academic success but also for developing well-rounded individuals. Moreover, the focus on speaking and listening encourages critical thinking and problem-solving. By engaging in discussions and debates, students learn to analyze different viewpoints, articulate reasoned arguments, and respond to complex questions.

### Implementation

At St Laurence's we ensure that the skills spoken language are key to our whole school target of writing and vocabulary building. We want to ensure that our children leave us as confident speakers who can articulate their ideas into the world. This works carefully alongside our collated reading spine to further develop culture capital. Speaking and listening objectives help to foster a classroom environment where every child can participate, ensuring that all students, including those with different language abilities or learning needs, have opportunities to contribute and feel valued. At St Laurences we feel this supports

personal development by promoting confidence, social skills, and empathy. To support this implementation we ensure our curriculum design ; teaching and learning and professional development links to core principles.

### Curriculum Design:

- **Subjects and Areas:** The curriculum covers all statutory subjects including English, Mathematics, Science, History, Geography, Art, Music, Physical Education, SMSC, PHSE and Religious Education.
- **Cross-Curricular Themes:** Integrating themes such as sustainability, digital literacy, and citizenship across different subjects.
- **Skills Development:** Focus on developing critical thinking, problem-solving, collaboration, and communication skills.

### Teaching and Learning:

- **Pedagogical Approaches:** Utilizing a mix of direct instruction, inquiry-based learning, and collaborative projects.
- **Differentiation:** Adapting teaching methods and resources to meet the diverse needs of learners.
- **Assessment for Learning:** Regular formative and summative assessments to guide teaching and provide feedback to pupils.
- **Use of Technology:** Incorporating digital tools and resources to enhance learning experiences.

### Professional Development:

- **Teacher Training:** Ongoing professional development to ensure teachers are well-equipped with the latest pedagogical strategies and subject knowledge.
- **Collaborative Learning:** Encouraging teachers to work together to share best practices and resources. We do this half termly through peer observations with support staff and teachers.

To support our progression we utilise the DFE guidelines and use this to inform teaching and planning. Whilst we continually work on all of the outlined framework we have broken it down to support progression of our children. Please see our breakdowns & progression maps for a more detailed breakdown.

### Early Years Foundation Stage (EYFS)

#### Listening

- Listen attentively in a range of situations.
- Anticipate key events in stories and respond appropriately.

- Follow simple instructions.

### **Speaking**

- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present, and future forms accurately when talking about events.
- Develop their own narratives and explanations by connecting ideas or events.

### **Key Stage 1 (Years 1-2)**

#### **Listening**

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Maintain attention and participate actively in collaborative conversations.

#### **Speaking**

- Articulate and justify answers, arguments, and opinions.
- Use spoken language to develop understanding through speculating, hypothesizing, imagining, and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.

### **Key Stage 2 (Years 3-6)**

#### **Listening**

- Listen and respond to a wide range of stories, poems, and information texts.
- Summarize the main points of discussions.
- Evaluate and build on the ideas of others during discussions.

#### **Speaking**

- Give well-structured descriptions, explanations, and narratives for different purposes.
- Use relevant strategies to build their vocabulary.
- Participate in discussions, presentations, performances, role play, improvisations, and debates.

### **Impact**

We ensure we monitor our impact on this area through evaluation & looking at the outcomes that best meet the needs of our pupils. The Department for Education (DfE) spoken outcomes for primary

education are crucial as they lay the foundation for effective communication skills, which are essential for academic success and personal development. At St Laurence's we support these outcomes to ensure that children develop the ability to listen attentively, articulate their thoughts clearly, and engage in meaningful discussions. By emphasizing speaking and listening skills. Within the childrens' teaching and learning we help students build confidence, improve their vocabulary, and enhance their social interactions. This focus also supports cognitive development, as effective communication is closely linked to critical thinking and problem-solving abilities. Moreover, strong spoken language skills are vital for future learning and career opportunities, making these outcomes a pivotal aspect of the primary education curriculum.

### **SEND & Disadvantaged support**

The speaking and listening objectives in the primary National Curriculum play a crucial role in supporting learning that aligns with our vision for our pupils, which emphasizes high-quality education, personal development, and the promotion of essential life skills. When working with any SEND children or vulnerable groups we make sure speaking and listening is a key window into their understanding within a lesson. This can be achieved in a number of ways. We use quality first teaching to make sure lessons are pitched and engaging to all learners so that they can be accessed appropriately.

Whilst some learners may struggle to engage in the written or reading outcomes we may use 1:1 support or group work/ peer assessment to ensure the speaking and listening outcomes can be reached. You can see a detailed breakdown of these outcomes on our progression maps. All teachers have ensured to include these with as much importance as our written outcomes as we feel this highlights our dedication to inclusive learning.

### **Monitoring and Evaluation**

- **Pupil Progress:** Tracking pupil progress through regular assessments, standardized tests, and teacher observations. Sometimes linked to our school system of sonar. This may also include regular updates and meetings with SLT & school SEND officers to ensure the needs of all pupils are met and encouraged to be challenged. Each half term teachers will meet with the head teacher to discuss changes and support needed for learners in order to identify greater depth children as well as address any gaps in learning.
- **Quality of Teaching:** Evaluating the effectiveness of teaching through lesson observations, pupil feedback, and performance reviews. This is further supported by CPD. As a power of reading school we encourage lots of: book talk; class discussion and debates; role play and drama; hot seating; group reading; group work; paired work; paired reading; RWI interventions; oral presentations and peer feedback.
- **Curriculum Review:** Regularly reviewing and updating the curriculum to ensure it remains relevant and effective.

### **Outcomes**

- **Academic Achievement:** Striving for high levels of attainment and progress in core subjects.
- **Holistic Development:** Ensuring pupils develop socially, emotionally, and culturally.
- **Preparedness for the Future:** Equipping pupils with the skills and knowledge needed for secondary education and beyond.
  
- **Writing & Reading links:** Due to our reading, writing and oracy spine we ensure all of the above links intertwine. As a POR school we ensure the speaking and listening skills come first within any introduction of a text allowing pupils to explore without the pressure of writing. This gives all learners (regardless of ability) the opportunity to engage with the text on a verbal level. When this has been established the teachers' planning can go deeper into building in the reading and writing skills , depending on where they are on their learning progression journey.