



Year 1

Spoken Language Breadth of Study



Children should be taught to:

Speak standard English eloquently

Adult modelling and correction of common grammatical mistakes.
Exposure to high-level vocabulary through the core book scheme.
Opportunities to perform poetry and song.

Confidently speak to a small group

Opportunities for discussions in whole class and small group settings.
Opportunities for every child present in Show and Teach at least once per term.

Listen attentively in a range of situations

Demonstrating understanding by asking and answering questions.
Beginning to integrate listening with other tasks.

Speaking

- Vary talk and gestures in simple ways to gain and hold the attention of the listener.
- Tell an invented story with a setting, character, and plot. Children retell their experiences with chronological coherence.
- Think about the audience to whom you are speaking and how you would adjust your conversation appropriately.
- Children work with talk partners effectively and can share their talk partner's ideas and recognise they may not always agree.
- Use well-formed sentences, longer sentences and sentences with more detail in everyday conversation.
- Begin to recognise the differences between formal and informal language and use it appropriately.

Listening

- Children are able to integrate listening with other tasks.
- Understand and engage with the speaker, demonstrating attentive listening by asking and answering appropriate questions.
- Lessons should include opportunities to discuss as a whole class, with talk partners, and in small mixed ability groups of 3-6 children.

Vocabulary

- Opportunities during English sessions with Core Books to build children's vocabulary through familiarity with high quality texts.
- Vocabulary related to a discussion should be introduced and any new words defined at the start.

Show and Teach

- Children prepare at home to teach the class something they consider themselves an 'expert' in. This could be a song, poem, phrases in another language, or some tips on how to draw etc. They can bring in props to help them.
- They speak in a clear and confident voice while presenting and are prepared to answer questions about their 'lesson'. Some children may begin to check for their listeners' prior understanding.
- Children may begin using a scaffold during their presentation.
- At least 3 children have the opportunity to present each week.
- The rest of the class are an attentive audience and ask questions relevant to the speaker's explanation. Children may begin using a scaffold to support them in asking thoughtful questions.

Performance Poetry

Mrs Butler by Allan Ahlberg
The Three Little Pigs by Marian Swinger
Sniff Sniff Sniff by Julia Donaldson

Unicef Articles

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 29: Every child has the right to an education that should help them to use and develop their talents and abilities.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.