



# 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.

Autumn	Spring	Summer
<b>Speaking</b>		
<p>Vary talk and gestures in simple ways to gain and hold the attention of the listener.</p> <p>Tell an invented story with a setting, character, and plot. Children retell their experiences with chronological coherence.</p> <p>Think about the audience to whom you are speaking and how you would adjust your conversation appropriately.</p> <p>Children work with talk partners effectively and can share their talk partner's ideas and recognise they may not always agree.</p>	<p>Vary talk and gestures in simple ways to gain and hold the attention of the listener.</p> <p>Tell an invented story with a setting, character, and plot. Children retell their experiences with chronological coherence.</p> <p>Think about the audience to whom you are speaking and how you would adjust your conversation appropriately.</p> <p>Use well-formed sentences, longer sentences and sentences with more detail in everyday conversation.</p>	<p>Vary talk and gestures in simple ways to gain and hold the attention of the listener.</p> <p>Tell an invented story with a setting, character, and plot. Children retell their experiences with chronological coherence.</p> <p>Think about the audience to whom you are speaking and how you would adjust your conversation appropriately.</p> <p>Use well-formed sentences, longer sentences and sentences with more detail in everyday conversation.</p> <p>Begin to recognise the differences between formal and informal language and use it appropriately.</p>
<b>Listening</b>		
<p>Children are able to integrate listening with other tasks.</p> <p>Understand and engage with the speaker, demonstrating attentive listening by asking and answering appropriate questions.</p> <p>Lessons should include opportunities to discuss as a whole class, with talk partners, and in small mixed ability groups of 3-6 children.</p>		
<b>Vocabulary</b>		
<p>Opportunities during Literacy sessions with Core Books to build children's vocabulary through familiarity with high quality texts.</p> <p>Vocabulary related to a discussion should be introduced and any new words defined at the start.</p>		
<b>Show and Teach</b>		
<p><b>Show and Teach:</b></p> <p>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.</p> <p>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.</p> <p>Children may begin using a scaffold during their presentation.</p> <p>At least 3 children have the opportunity to present each week.</p> <p>The rest of the class are an attentive audience and ask questions relevant to the speaker's explanation. Children</p>		

may begin using a scaffold to support them in asking thoughtful questions.

### Performance

<p>Performance Assembly: Mrs Butler by Allan Ahlberg</p> <p>Discussion: Behaviour for learning and why it is important.</p> <p><b>Key Stage 1 Christmas Production</b></p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p>	<p>Performance Assembly: The Three Little Pigs by Marian Swinger</p> <p>Discussion: Link to Traditional Tales in Literacy. Can they make up their own poem based on a different traditional tale?</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p>	<p>Performance Assembly: Sniff Sniff Sniff by Julia Donaldson</p> <p>Discussion: describe a smell, can anyone guess what it is?</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p>
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### Unicef Articles

<b>Article 13</b>	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.
<b>Article 29</b>	Every child has the right to an education that should help them to use and develop their talents and abilities.
<b>Article 31</b>	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.