

# A bespoke English Curriculum- The Tilstock Way Speaking & Listening skills

## Our Intent

***We want our children to value their voice with a desire to be heard!***

We believe it is of vital importance to equip our children with the appropriate life skills so that they leave our school and face the world with a strong confidence and belief in themselves.

We know that for our children to succeed, within and beyond their primary education, they need to be able to connect with people and that means not being afraid to speak in public.

We want all our children to leave Tilstock with the skills, confidence and experience to stand up in front of an audience and deliver an individual or group presentation.

- ***We need to teach them to speak with passion, clarity and impact.***
- ***We need to support them in using the correct vocabulary, fit for purpose and subject.***
  - ***We need to show them how to use expression, how to command an audience, keep their attention and how to answer questions.***
- ***We need to teach them how to push through their fears so they can make their voices heard when they have something to say.***

## Implementation

*Whilst these skills are continually taught, revisited and developed within all lessons throughout the school day, through subject specific vocabulary, class discussions, modelling and daily 'Vocab-Ninja', we also ensure that our children have termly opportunities to use these skills for a purpose. We therefore have two very special projects: The 'Off by Heart' project and our termly 'Student subject seminars' (detailed overleaf).*





## The 'Off by Heart' project



At Tilstock we know how important literacy, including reading, writing, speaking and drama, is to our children. Literacy underpins every aspect of the teaching and learning that children are exposed to, across all year groups, across all subjects.

We want to strengthen their acquisition, understanding and use of language with a consistent exposure to rich vocabulary. We want to teach our children a variety of strategies, so they may talk with confidence, passion, expression and purpose.

We want to extend our children's thinking and advance their learning and understanding of our language in a way that develops a desire to be heard.

We are therefore taking part in the '**Poetry by Heart**' initiative. Poetry by Heart is a national poetry recitation competition for schools and colleges in England. It's also a website for teaching and learning about poetry – by heart and out loud, and with plenty of choice for young people to explore poems and find the ones they love.

Each class will choose one poem per term to learn by heart. Copies of these poems will be sent home, practised each day in class and will be uploaded onto our website. At the end of each term, children will have the opportunity to preform their poem as an individual or as a group and enter the national poetry recitation competition. Throughout their learning process, children will learn the skills of speaking to an audience, expression, acquisition and understanding of new vocabulary and a passion for poetry. By the time our children have left our school, they will have acquired a bank of special poems to cherish for a life-time.

### **What is Poetry by Heart?**

In the national **Poetry By Heart** competition young people aged from 7-18, choose poems they love, learn them by heart and perform them in a school or college competition. There can be as few as three contestants and as many as the whole school.

Every national competition entrant receives positive feedback from the judges and a certificate celebrating their achievement. The best will be invited to perform their poems in front of top UK poets at the British Library – and the new Poetry By Heart national champions will be crowned.

Poetry By Heart has always been a partnership between poetry and education. It was founded in 2012 by poet Andrew Motion, UK Poet Laureate 1999-2009, and educator Julie Blake, and initially developed by The Full English with The Poetry Archive. This collaboration now been expanded to include The Poetry Society, the English Association, the Centre for Literacy in Primary Education, the National Association for the Teaching of English and Homerton College, University of Cambridge. Poetry By Heart is funded with the support of the Department for Education.

**<https://www.poetrybyheart.org.uk>**



To enable children the opportunity to develop the skills to fulfil our vision, at the end of each half term, classes will take part in student subject seminars.

Children will pick one subject unit to focus on for a whole class presentation to the Head of School. This will be a valuable opportunity to evidence the knowledge, skills and vocabulary they have learned.

Presentations in classes may vary in length and nature but they will always have clear aims and instructions.

Children will be encouraged to use their computing skills to support their presentation, such as the use of power-point slides.

Children will be awarded marks on content and use of vocabulary as well as their presenting style.

A word list of technical subject vocabulary will be issued to children at the beginning of their topic, displayed in classrooms and included on key knowledge organisers.

Assessing work through oral presentations as well as written tasks allows different children to shine. Whilst children are presenting their subject knowledge, the questioning from staff and peers which follows, allows the teacher to ascertain understanding, challenge misconceptions and stretch ability.



Vocab - Ninja

### Developing Vocabulary

As part of our English curriculum at Tilstock, our school subscribes to **Vocabulary Ninja** and across the school our children take part in daily Vocab-Ninja lessons. Children learn a 'word of the day' and have a 'vocab-lab' session to explore the meaning of the new word they have learned.

Vocabulary Ninja publishes **five Grasshopper words** and **five Shinobi words**.

**Grasshopper words** focus on **tier 1 vocabulary**, which is vocabulary that pupils might be expected to learn through play and from experiencing the world around them. Research suggests that pupils know considerably less of these words than previous generation and so the Grasshopper Word of the Day covers this need.


**The Shinobi Word of the Day** focuses on **tier 2 vocabulary**, which is language that can sit across many contexts, subject to subject and can often be found in children's literature and academic tests. These words require an element of direct teaching for pupils to develop an understanding.

The Vocabulary Ninja has a host of *word of the day* resources that can be downloaded for free as well as word square puzzles here:

<https://www.vocabularyninja.co.uk/word-of-the-day.html>

<https://www.vocabularyninja.co.uk/word-square-puzzles.html>

# Tilstock whole school Oracy Pathway

	Squirrels		Otters		Badgers	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
Following Instructions	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To follow complex directions/multi-step instructions without the need for repetition.		
Asking & Answering Questions	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.
Drama, performance & confidence	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud.	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences.	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their	To narrate stories with intonation and expression to add detail and excitement for the listener.	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s).
	To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.	To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.	To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.	To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, <del>gestures</del> and body movement to take on and maintain the role of a character.	To select and use appropriate registers for effective communication.
Vocabulary building	To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	To start to use subject-specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.	To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, <del>audience</del> and purpose. To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, <del>deep</del> and rich vocabulary to discuss abstract concepts and a wide
English						range of topics.  To confidently explain the meaning of words and offer alternative synonyms.
Speaking for a range of purposes	To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	To organise what they want to say so that it has a clear purpose. To begin to give descriptions, <del>recounts</del> and narrative retellings with added details to engage listeners.	To give descriptions, <del>recounts</del> and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new	To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, <del>recounts</del> and narratives for different purposes, including for expressing feelings.
						To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  To <del>make reference</del> back to their original thoughts when their opinions have changed and give reasons for their change of focus.
Participating in discussion	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.	To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge <del>ideas</del> and give opinions in order to take an active part in discussions.	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.