



Intent for our Spoken Language Curriculum

At Grosvenor Road Primary, we strive to equip children with the essential oral language skills needed for successful learning across all subjects, including vocabulary acquisition, clear articulation, and active listening.

Our Curriculum develops children's ability to express their thoughts and ideas confidently in a variety of situations, including whole class discussions, group work, and presentations.

We want to enable children to listen attentively, analyse information, and respond thoughtfully to others' perspectives and to support children in building positive relationships through effective communication and respectful dialogue.

Implementation of our Spoken Language Curriculum

- **Embedding spoken Language across the curriculum:**

Incorporating speaking and listening activities into all subjects, not just English lessons, to provide consistent practice.

- **Modelling appropriate language:**

Teachers actively demonstrating clear pronunciation, vocabulary usage, and appropriate grammar structures during classroom interactions.

- **Interactive questioning techniques:**

Utilising open-ended questions that encourage detailed responses and critical thinking.

- **Collaborative learning activities:**

Implementing group discussions, debates, and role-playing scenarios to promote active participation and collaborative communication including encouraging children to **Agree: Build: Challenge** the views of others in a respectful way.

- **Providing opportunities for different communication purposes:**

Engaging children in activities that require them to explain, persuade, narrate, and ask questions.

- **Differentiated instruction:**

Tailoring activities to individual needs and abilities to ensure all children can access and participate in spoken language development.

At Grosvenor Road Primary we understand the importance of children developing strong foundations in speech and language development and ensure we prioritise staff training to support this.

We have been awarded Communication Friendly Schools status and all of our staff have received training in Communication Counts as part of this.

We have 8 teaching assistants ELKLAN trained Level 3 (3-11) and 2 teachers trained in EKLAN Level 4
3 members of staff are ELKLAN trained to level 3 in supporting children with complex needs and Autism
2 members of staff are trained in Signalong.

We deliver a range of interventions to support children including Blank Level groups, individual Speech and Language therapy programmes, colourful semantics and Time to Talk.

All teachers have received Word Aware Training and this approach to developing vocabulary is embedded throughout school.

As a school, we buy in an Enhanced Speech and Language therapist one day a week who supports school in a range of ways:

- Screening all nursery children on entry to school in both their understanding of vocabulary and word finding. Allocating nursery children to specific language groups based on assessment
- Marking of TALC (test of abstract language comprehension) tests carried out at the beginning and end of Reception and allocating children to Blank Level groups based on assessment results.
- Provide weekly therapy sessions to some children on the Speech and Language caseload.
- Assess and provide programmes for school to staff to implement
- Training and modelling sessions for individual staff to deliver speech and language programmes.

Impact of our Spoken Language Curriculum

The impact of our spoken language programme is evidenced through:

Enhanced Communication Skills: Pupils show significant improvement in their ability to communicate effectively across subjects, demonstrating proficiency in vocabulary and articulation during both formal and informal interactions.

Active Participation: Increased engagement in discussions and collaborative activities is observed, with pupils regularly using their speaking and listening skills in group work, supporting one another to Agree, Build, and Challenge respectfully.

Confidence in Diverse Communication Purposes: Pupils confidently navigate activities requiring them to explain, persuade, and narrate, showcasing a growth in adaptability to different communication contexts.

Positive Outcomes from Assessments: Data from assessments, including the TALC and screening results, indicate an upward trend in language development, with targeted interventions leading to measurable progress for all pupils.

Professional Growth among Staff: Continuous professional development reflects positively on teaching practices, leading to improved instructional strategies that benefit all pupils.

Robust Support Structures: Feedback from the Enhanced Speech and Language Therapist shows effective implementation of language interventions, benefitting pupils across various needs and abilities.

Linked Documents:

GRPS Curriculum Progression EYs-Y6 Reading

GRPS Curriculum Progression EYs-Y6 Writing

GRPS Poetry Progression Document

GRPS The Big Ideas

Spoken Language Big Ideas:

We have designed a curriculum that builds links between topics within a subject, thus enabling our children to build up deep understanding of the disciplines within the curriculum subjects.

The Big Ideas is a systemic approach: ensuring that the curriculum model enables teachers to plan for, and for pupils to gain, sufficiently deep and meaningful LINKS across and between topics to create rich schema.



Listening &
Attention



Understanding



Speaking



Vocabulary



Participating,
Presenting, Performing

EYFS

Listening and Attention	Understanding	Speaking	Vocabulary	Participating/Presenting Performing
<ul style="list-style-type: none"> <input type="checkbox"/> Show awareness of how to listen carefully and why listening is important. <input type="checkbox"/> Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. <input type="checkbox"/> Maintain attention when listening to an adult in a range of situations, e.g. <i>listening to a story, small group discussions.</i> <input type="checkbox"/> Maintain attention when listening to peers in a range of situations, e.g. <i>paired talk, guided sessions, circle time games.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand and follow a simple set of instructions. <input type="checkbox"/> Understand simple requests, e.g. <i>Pass me the scissors please.</i> <input type="checkbox"/> Understand and respond to questions in different contexts, in response to stories, nonfiction, predictable interests, events and themes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Speak clearly in full sentence <input type="checkbox"/> Begin to speak in complete sentences using past, present and future tense when talking about themselves, activities, ideas and events. <input type="checkbox"/> Take turns in conversations considering the listener. <input type="checkbox"/> Use the joining words <i>and/because</i> during talk to extend ideas. <input type="checkbox"/> Use talk to clarify thinking and express their ideas and feelings. <input type="checkbox"/> Orally describe events in some detail to peers or adults <input type="checkbox"/> Orally recall events and narratives in the correct sequence, using their own words and pictures to support. <input type="checkbox"/> Ask questions to find out more and check understanding of what has been said to them. <input type="checkbox"/> Use talk to help solve problems and organise thinking and activities, e.g. <i>explaining how things work and why things might happen.</i> <input type="checkbox"/> Use the language of stories, rhymes and non-fiction to imagine and recreate ideas within different contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> Learn and understand selected new vocabulary. <input type="checkbox"/> Use recently introduced vocabulary orally in discussions <input type="checkbox"/> Talk about and discuss familiar events or characters in stories, non-fiction, rhymes and poems using newly taught vocabulary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Orally retell as a whole class and in small groups, simple stories and rhymes using strategies such as pictures, actions, small world figures and props. <input type="checkbox"/> Orally retell as a whole class and in small groups, a modified version of a known story or rhyme using pictures, actions, small world figures and props. <input type="checkbox"/> Take part in imaginative role play, linked to a familiar context, in role play areas, and using small world figures and props. <input type="checkbox"/> Perform rhymes and songs to an audience.

Year 1

Listening and Attention	Understanding	Speaking	Vocabulary	Participating/Presenting Performing
<p>As above and:</p> <ul style="list-style-type: none"> Listen and maintain attention to an adult in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> Listen and maintain attention to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Respond appropriately to adults after listening attentively. Respond appropriately to peers after listening attentively. Respond appropriately to questions posed by an adult, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, e.g. <i>Where does the character live in the story?</i> Ask questions to clarify thinking using <i>who, what, where, when, why</i> and <i>how</i>. Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class. Provide simple oral explanations, e.g. <i>explaining a simple process using the joining word because.</i> Speak audibly when communicating with others in pairs and small groups. 	<p>As above and:</p> <ul style="list-style-type: none"> Speak in complete sentences linked to the context. Use past, present and future tense, orally, e.g. <i>past tense when recounting an event, present tense when working in role, and future tense when making a prediction.</i> Use joining words during talk to extend ideas, e.g. <i>and, but, or, because, so.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Introduce and explore new vocabulary orally, e.g. <i>linked to real life contexts, stories, non-fiction, poetry and across the curriculum.</i> Describe settings orally using vocabulary provided. Describe characters orally using vocabulary provided. Describe feelings orally using vocabulary provided, e.g. <i>Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. <i>small world figures, props, images, actions and story maps.</i> Orally retell simple non-fiction texts (instructions, recounts or information), using a range of strategies, e.g. <i>small world figures, props, images, actions and text maps.</i> Participate in role in English and across the curriculum, e.g. <i>take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone.</i> Take part in imaginative role play, e.g. <i>linked to familiar contexts in role play areas, by using small world props and figures, or miming events.</i> Recite rhymes and poems by heart and perform to an audience, e.g. <i>different groups or another class.</i> Present simple information to an audience.

· Read and perform stories using a voice with an appropriate volume, e.g. *a child's own story*..

Year 2

Listening and Attention	Understanding	Speaking	Vocabulary	Participating/Presenting Performing
<p>As above and:</p> <ul style="list-style-type: none"> · Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> · Sustain concentration and listen to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> · Respond appropriately to adults after listening with sustained concentration. · Respond appropriately to peers after listening with sustained concentration. · Respond appropriately to questions posed by an adult and peers, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, e.g. <i>Why did the character behave that way?</i> · Ask a range of appropriate questions to clarify thinking related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, · Take turns when speaking with adults and peers, working with pairs, small groups, large groups, as a whole class, and respond appropriately to contributions from others. · Provide oral explanations, e.g. <i>explaining a simple process using the joining words because, when, if, so</i> 	<p>As above and:</p> <ul style="list-style-type: none"> · Speak in complete sentences in a range of different contexts. · Use <i>past tense, present tense and future tense mostly accurately</i>, e.g. <i>past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an audience, and future tense when making a prediction in science.</i> · Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> · Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, nonfiction, poetry and across the curriculum.</i> · Describe settings orally using vocabulary provided, and modelled by an adult and selected from a text. · Describe characters orally using vocabulary provided, and modelled by an adult and selected from a text. · Describe feelings orally using vocabulary provided, and modelled by an adult, and selected from a text, e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast</i> 	<p>As above and:</p> <ul style="list-style-type: none"> · Orally retell a range of stories using various strategies, e.g. <i>props, images, actions and story maps.</i> · Orally retell non-fiction texts, or sections of non-fiction texts (instructions, nonchronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> · Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze framing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events.</i> · Take part in imaginative roleplay, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of an explorer in history.</i> · Learn and recite a range of poems by heart and perform to an audience, e.g. <i>different groups, another class, whole school.</i> · Prepare stories to perform using an appropriate volume and begin to show variations in the voice to engage an audience. · Begin to use non-verbal gestures whilst presenting and performing to gain the

	<ul style="list-style-type: none"> Speak audibly when communicating with others in pairs, groups and whole class. 			audience's interest, e.g. <i>using hands, face or other parts of the body</i> .
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Year 3/4

Listening and Attention	Understanding	Speaking	Vocabulary	Participating/Presenting Performing
<p>As above and:</p> <ul style="list-style-type: none"> Listen and retain key points from a range of situations, e.g. <i>information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing</i>. Listen to peers and retain key points in a range of situations, e.g. <i>following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc</i>. Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others perform a playscript, persuasive advert or poem</i>. Listen and consider viewpoints from adults and peers, e.g. <i>different opinions linked to issues related to reading narrative and non-fiction, when discussing</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. Respond to questions posed by an adult or peer, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and ask further relevant questions to extend understanding and knowledge. Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. Take turns when making contributions and responding to others, in a variety of group situations, e.g. <i>discussions and debates</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Use Standard English verb inflections when speaking, e.g. <ul style="list-style-type: none"> <i>I was</i> <i>we were</i> <i>they are</i> Use conjunctions <i>and, but, because, when, before, after, if, so, as, while, since, although</i> during talk to extend ideas in narrative and non-fiction, using speaking frames to support, e.g. <ul style="list-style-type: none"> <i>When the Romans arrived in Britain, they...</i> <i>Since 43AD, ...</i> <i>If the character...</i> Use a range of sentence starter prompts in narrative and nonfiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas. Use speaking frames to support, e.g. <ul style="list-style-type: none"> <i>Before long, ...</i> <i>Soon after, ...</i> <i>As the sun was setting over the hills, ...</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum. Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. <i>use a thesaurus to explore appropriate synonyms from which to select</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. <i>props, images, actions and story maps</i>. Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. <i>props, images, actions and text maps</i>. Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference</i>. Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately</i>.

<i>environmental issues in science, or using historical evidence to identify a point of view.</i>	<ul style="list-style-type: none"> Provide oral explanations, extending with additional details, e.g. <i>hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc.</i> Speak audibly and fluently when communicating with others in pairs, groups and whole class situations. 	- Across the rooftops, ...		<ul style="list-style-type: none"> Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. <i>different groups, another class, whole school.</i> Use non-verbal gestures whilst presenting and performing to gain the audience's interest.
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Year 5/6

Listening and Attention	Understanding	Speaking	Vocabulary	Participating/Presenting Performing
<p>As above and:</p> <ul style="list-style-type: none"> Listen and evaluate how spoken language varies in different contexts according to purpose and audience, e.g. <i>in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i> Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc.</i> Listen and evaluate viewpoints from adults and peers, e.g. <i>identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Discuss and analyse how spoken language is used within different contexts according to purpose and audience, e.g. <i>in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i> Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers. Ask a range of appropriate questions to clarify and refine thinking. Participate in discussions and debates building on their own and others' ideas, challenging views courteously. Provide oral explanations with 	<p>As above and:</p> <ul style="list-style-type: none"> Use correct Standard English when speaking in formal contexts. Select and use appropriate registers for effective communication in a range of contexts, e.g. <i>non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive speeches or journalistic reporting.</i> Use cohesive devices for narrative and non-fiction during talk to organise ideas, using speaking frames to support, e.g. <ul style="list-style-type: none"> <i>First of all, ...</i> <i>In addition to...</i> <i>On the other hand, ...</i> <i>Similarly, ...</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Introduce, explore and evaluate new vocabulary orally, e.g. <i>author's choice of language in texts, technical vocabulary etc.</i> Explore settings and characters orally, and select precise vocabulary to create well-structured descriptions. Express feelings orally and select precise vocabulary to articulate an opinion, e.g. <i>linked to PSHE or English.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to perform to an audience. Prepare oral retellings of nonfiction texts/sections of nonfiction texts (or innovated/invented versions) in order to perform to an audience. Participate in role in English and across the curriculum, e.g. <i>paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a chat show etc.</i> Prepare poems and playscripts to perform, using dramatic effects in order to gain,

curriculum.	<p>supporting details in relation to questions posed with 'how' and 'why', e.g. <i>How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?</i></p> <ul style="list-style-type: none"> · Speak with appropriate volume and fluency maintaining the attention of others. 			<p>maintain and heighten the interest of the audience.</p> <ul style="list-style-type: none"> · Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.
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