



St Wilfrid's Spoken Language

National Curriculum: Spoken language Year 1 to Year 6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

At St. Wilfrid's, we believe that speaking and listening (oracy) is a key life skill and it is vital that children establish a secure foundation at primary school so that they are confident and can achieve and be successful when they move on to secondary school and beyond.

Oracy is embedded across our curriculum. Teachers integrate speaking opportunities in a number of different ways, including through the Pathways to Write programme. These opportunities include, but are not limited to, partner, group or class discussions, through role play, presentations, drama, debates and plays. Children also have the opportunity to speak more publicly through masses and assemblies.

At St. Wilfrid's, we aim for our children to make good progress in their speaking and listening skills as they move through the school and tasks are pitched so that children are appropriately challenged. Using documents from I Can, a children's communication charity, teachers are able to clearly identify the speaking and listening expectations for their year group.

[1 NC Statements with progression.pdf](#)

[2 NC Statements by Year group.pdf](#)

The best model and example for effective speaking and listening is through the teacher and skills are demonstrated both implicitly and explicitly. Children also receive constructive feedback on their own spoken language and listening, to improve their knowledge and skills.