

Key Learning in Spoken Language: Year 3/4

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and 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 environmental issues in science, or using historical evidence to identify a point of view.</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 and 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 non-fiction, 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> - <i>Across the rooftops, ...</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>

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	<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.			<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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