

Key Learning in Spoken Language: Year 5/6

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and 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 curriculum.</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 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>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 non-fiction texts/sections of non-fiction 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, maintain and heighten the interest of the audience. ▪ Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.

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	<ul style="list-style-type: none">▪ Speak with appropriate volume and fluency maintaining the attention of others.			
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