



Context

St Alban's is an average sized Catholic Primary and Nursery School, a member of St Clare CMAT, Diocese of Hallam and works closely with the Catholic Dearne Valley Family of Schools as well as the Sheffield Catholic Schools who are part of St Clare's. Our mission as a Catholic school is to create and develop a community centred upon the teaching of Jesus Christ where all individuals are enabled to reach their full potential in all elements of their lives. Our age range is 2 to 11 with 217 on roll, 187 FTE R – Y6. St Alban's Nursery opened in September 2021, and is led by teachers and experienced qualified Early Years practitioners and has continued to grow in numbers. St Alban's serves the local parishes of St Alban's Catholic Church of Denaby and Conisbrough and Blessed English Martyrs, Mexborough all of which are in the town of Doncaster. The school is in the highest 20% of socio-economically deprived catchments in the country and is one of the 5 most deprived schools in Doncaster with a changing profile of number of Catholics attending. In recent years, there have been children with more complex needs attending and from Y4 down to our youngest learners in Nursery, 80% of children in these classes fall within the 10% most disadvantaged in the country. At St Alban's 41% children are disadvantaged and a higher than average proportion of children with SEN at 32%, most of whom have speech, language and communication (63%) and/or social, emotional and mental health (27%) needs. Children entering EYFS are doing so with increasingly significant needs and our current Reception class have 44% of children with complex SEN. Most children at St Alban's are of White British heritage, with a lower than average proportion of children with EAL at 3.23%. St Alban's has lower than national levels of stability and since January 2021 there has been a 15% increase in the number on roll (R – Y6) therefore increasing mobility factors. Prior to COVID, attendance was 97.48% but reduced significantly with 27.8% persistently absent in 21/22 academic year. During the school year 22/23, attendance improved at a significantly higher rate than the national primary rate reaching 94.03%, an increase of 2.13% on 21/22 and a reduction to less than national levels for persistent absence at 19.6%.

Aims of the Speaking and Listening Curriculum at St Alban's Catholic Primary School

Through the study of English at St Alban's, we enable our pupils to discover the multi-faceted beauty of communication, understanding, and exploration of relationships with themselves, each other, and the mysterious nature of God's world; to recognise that language plays a fundamental role in the growth of our identity and self-image, leading to human flourishing which transcends limitations and barriers. Exposure to a rich variety of literature and the development of high-level literacy skills gives them the tools to participate as a global citizen.

At St Alban's we aim to ensure our children enjoy Speaking and Listening, are confident performers and thoughtful listeners. Many of our children enter into school with well below average starting points as they often have had limited exposure to vocabulary, and therefore have lower confidence and levels of understanding which may inhibit their ability to discuss their thoughts. In addition to this, our high SEN cohort contains many children with Speech, Language and Communication Needs. Our pedagogy in this subject, encourages a thirst for Speaking and Listening and deepening understanding, thus accelerates progress despite the low entry points children arrive to school with in Nursery and Reception.

Intent of the Speaking and Listening Curriculum

We intend for our children to be confident, expressive speakers and thoughtful, considerate listeners with a deep understanding of conversation, performance and appropriate registers and the ability to communicate fluently in standard English.

We offer a progressive Speaking and Listening curriculum based on the 'communicating the curriculum' document from the Communication Trust (appendix 1) in order for our children in all groups to make accelerated progress to achieve National Expectations or above. We use high quality class texts using Tier 2 vocabulary (high frequency words that are cross curricular) from a range of authors. These books have been chosen with our children's experiences and prior knowledge in mind and with the intent of further engaging all children within the Speaking and Listening process. We use books from the Pie Corbett Reading Scheme and also the Mastery curriculum that feeds into our curriculum learning and English lessons. We use 'Talk Values' across school to remind children of the rules for talk and also sentence stems in every class room to encourage full sentence use. We intend to bring this outside of the classroom by using 'Tweet Time' over dinner time to guide children's conversations about related world issues of that current week. In addition to this, we also have an RE word of the week for children to discuss and consider. Sentence stems are available around school to guide children's talking.

Children study a breadth of skills as outlined in the National Curriculum and are as follows:-

1. Listen and respond appropriately to adults and their peers
2. Ask relevant questions to extend their understanding and knowledge
3. Use relevant strategies to build their vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of Standard English
9. Participate in discussions, presentations, performances, role play, improvisations and debates
10. Gain, maintain and monitor the interest of the listener(s)
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use appropriate registers for effective communication

Transition from EYFS to Y1 and Y6 to KS3

Children in EYFS study Speaking and Listening through the early adopter EYFS framework under the heading of communication and language. They have pictorial talk values to support them in their speaking and listening and this helps them to transition to Y1 talk values and sentence stems. The lower ability communicators take part in the NELI in order to develop their language at a more rapid pace.

Children have daily Read, Write Inc lessons and this gives the opportunity to learn the phonics knowledge that they need and also begin practicing Speaking and Listening high frequency words and CVC (consonant/vowel/consonant) words. They begin learning how to write sounds and their graphemes as well as their own name. When transitioning into year 1, children maintain the Read Write Inc program until they have completed it (expected by the end of Y1) and follow our mastery curriculum Speaking and Listening process to develop the foundations of Speaking and Listening gained in EYFS.

In order to prepare Year 6 for the transition into KS3, secondary schools are informed of current data including National SATs results and the children go to their secondary school for a full week in which they are exposed to a higher level of speaking and listening skills. Year 6 children are prepared for a deeper study of speaking and listening in the KS3 and KS4 curriculum through our 'communicating the curriculum' progressive approach.

Inclusion and Challenge for Vulnerable Groups

As previously stated, many of our children on the SEN register have speech, language and communication needs which impacts upon their Speaking and Listening skills and can also be a barrier to progress. In order to ensure accessibility and progress for these children, they continue with Read, Write Inc in Year 2 – Year 6 which supports clear speech sounds and also have Speaking and Listening interventions with TA's. Children in EYFS with speech and language developmental delays have daily NELI interventions. Children with SEN are given specific Speaking and Listening targets using the Pre Key stage standards and the communicating the curriculum document plus any targets provided by the SALT team. These children can work against these targets in class and in intervention. Our other vulnerable groups such as disadvantaged and persistent absentees are given similar support to our SEN pupils, if they are not already on the register, in order to help them make accelerated progress.

More-able pupils are challenged with the performance and presentation element of our speaking and listening process. Children are asked to present cross curricular learning and those who are more-able are able to make decisions on how they wish to verbally present their learning. All children are expected to showcase their Speaking and Listening to the best of their ability and this allows for them more-able to flourish. In addition to this, our progressive Speaking and Listening sentence stems allow for children to further challenge themselves. Our small percentage of EAL children perform well and they make the progress expected of them and our SEN really benefit from such structured speech.

Implementation of the Speaking and Listening Curriculum

Please see the attached 'Communicating the Curriculum' document (appendix 1). We use this to provide targets that we can put in our medium term overviews to ensure speaking and listening is covered across the year and on a cross curricular basis (appendix 2) and use this to assess speaking and listening from Y1 – Y6 (appendix 2.1). EYFS assess based on the communication and language section of their framework.

Each class has a talk values display (appendix 2.2) which is surrounded by sentence stems that we have chosen as pertinent to our children from the 'Tower Hamlets – Progression in language structures' document (appendix 1.1). This ensures that our implementation of the speaking and listening curriculum is progressive and covers all elements of the National Curriculum.

It is expected that speaking and listening takes place in all lessons. Children are expected to work with 'talk partners' and work in groups – often taking on different roles. We ensure that children can present their learning in performances across the curriculum and we expect children to discuss their learning and evaluate on a daily basis.

Impact of our Speaking and Listening Curriculum

The table below highlights the desired impact and outcomes on learners from EYFS to KS2.

EYFS - ELG	<p>Children at the expected level of development will:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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KS1 – Y2 Secure	<p>Children at the expected level of development will:</p> <p>know the key points they need to focus on in order to answer a question.</p> <p>Understand complex 2-3 part instructions</p> <p>Ask a range of different types of questions to find out specific information.</p> <p>recognise when a message is not clear and be able to say why.</p> <p>Recognise when they haven't understood a word.</p> <p>Able to compare words by the way they look, sound or meaning.</p> <p>use simple conjunctions to justify or explain.</p> <p>tell a story including setting the scene, plot, and sequence of events generally in the correct order.</p> <p>Describe in 2-3 sentences how to solve a problem.</p> <p>Able to use conjunctions to increase the length and grammatical complexity of sentences.</p> <p>Take turns to talk, listen and respond in two way conversations and groups.</p> <p>Accurately predict what will happen in a story or retelling of an event.</p> <p>Produce speech that is consistently clear and easy to understand – can say words with 4+ syllables, can manipulate sounds in words and knows that there are some terms that are only used amongst friends.</p> <p>Is able to keep to topic in conversation and can be easily prompted to move on if they are talking too much.</p> <p>Asks lots of questions and responds appropriately to the answers.</p>
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Children at the expected level of development will:

Understand the key points made by a number of speakers and to compare different points of view

Appreciate sarcasm when it is obvious

Understand and use different types of questions: open, closed, rhetorical

Identify clearly when they haven't understood and be specific about what additional information they need

Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate

Able to use language to negotiate with others, to explain options available and to predict possible outcome

Tell elaborate entertaining stories which are full of detailed descriptions

Share ideas and information, give and receive advice, offer and take notice of the opinion of others

Use long and complex sentence structures in class and other situations

Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others

Use inference, reasoning and prediction skill

Able to negotiate an agreement explaining other options and possible outcomes

Produce speech that is consistently clear and easy to understand

Able to say words of any length with accuracy

Secure phonological awareness skills

Able to re-phrase what they want to say according to the audience

Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others

Able to present a point of view by presenting evidence and using persuasive language with academic topics

Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others

Sophisticated use of questions to help conversation flow

Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise

Able to re-phrase what they want to say according to the audience

Desired outcomes for transition and vulnerable groups

We desire for children to be wholly prepared to move onto the next phase of their Speaking and Listening learning and with the understanding that Speaking and Listening is essential in their lives. We desire for vulnerable groups such as SEN, FSM, EAL and persistent absentees to make accelerated progress so that they can enter secondary school with the necessary skills to further their education and improve their quality of life as an adult. Our desired outcome for all groups is to instill a rich vocabulary and a love for discussion and performance that they will carry through to adulthood with confidence as well as to achieve national standards and increase the proportion of children achieving expected and above national expectations.

Review Date: September 2024

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Appendices

Appendix 1:

Communicating the curriculum

Appendix 1.1 – tower hamlets document

Appendix 2:

MTP overview with talk targets cross curricular

Year group assessment sheet

Talk value display pictures

Tweet time display pictures

Appendix 3: List of resources available in school to support teaching and learning

Resource	Location
Communicating the Curriculum	Available on server in English folder
RWI program displays	Sounds charts in every RWI area
Year group class texts	In each year group class room (also available on teacher server)
Progression in language structures – Tower hamlets	Available on server in English Folder
Tweet Time	On teacher server in English folder
Speaking and Listening checklist for assessment	On teacher server in English – communicating the curriculum folder
NELI	One box in FS1, FS2 and one in Y1 NELI area set up in library
Voice recorders	SEN leader (C.Wilson)
Communication Champion	Gerri Sellars (communication champion and HLTA)
Outdoor learning environment	Forest School area, outdoor prayer area, outdoor stage