

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Speaking and Listening

YEAR GROUPS: 3/4

Objectives

Area of Skill	At the end of Y3, most children should be able to:	At the end of Y4, most children should be able to:
Talking to others: competence, confidence, recitation, solo performance and presentation	• speak audibly and fluently with an increasing command of Standard English • start to select and use appropriate registers (tone and volume) • read aloud their own writing, controlling the tone and volume so that the meaning is clear • rehearse poems for presentation and performance • give appropriate descriptions, explanations and narratives for different purposes • express feelings appropriately.	• continue to speak audibly and fluently with an increasing command of Standard English • become familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through formal presentation • demonstrate a growing in the ability to monitor the listener's response and make adjustments • prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Talking with others: listening, responding, discussion and debate	• maintain relevant topic in collaborative talk • listen to and participate in discussion about books and texts, taking turns and listening to what others say • advance knowledge and understanding of a subject independently through small group discussion, and discuss learning • work independently and collaboratively in small teams to produce and evaluate ideas.	• understand there are different arguments and viewpoints, responding appropriately • articulate answers and opinions, being able to justify their response • begin to understand the process of debate • develop, agree on, and evaluate rules for effective discussion, showing the ability to evaluate their own contribution to a discussion and to change how they contribute in future as a result.
Role-play and drama	• prepare play scripts to read aloud and to perform effectively (with some understanding of tone, volume, intonation and action) • speak clearly and audibly before an audience outside of the classroom (worship; school production).	• perform confidently, showing an understanding of tone, intonation, volume and action before an audience outside of the classroom (worship; school production) • perform improvised dialogue/event to others.

These might be seen in:

- a discussion about whether the Romans changed our country for the better.
- agreeing a set of rules to live by following debate in PSHE.
- presenting information about a Roman god to a classroom audience.
- asking questions to further understanding what happens when a light is switched on.
- reading out a Bible extract in an act of worship to the class.
- acting out what happened when Vesuvius erupted.
- a discussion about whether 'Good Friday' really can be described as good.
- evaluating a piece of music or artwork.
- adding character voices to a class book.
- responding to other people's ideas to help with story-writing.