

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: 5/6

Objectives

Area of Skill	At the end of Y5, most children should be able to:	At the end of Y6, most children should be able to:
Talking to others: competence, confidence, recitation, solo performance and presentation	• give extended descriptions, explanations and narratives for different purposes • express feelings appropriately • explain their understanding of what they have read, including through formal presentation, maintaining a focus on the topic • gain, maintain and monitor the interest of the listener • collaborate in a group to prepare a presentation.	• confidently select and use appropriate registers (tone and volume) for effective communication, including a command of Standard English • demonstrate a degree of confidence and mastery of language when describing or explaining before the class • prepare poems and play scripts to read aloud and perform clearly, audibly and with appropriate intonation before a wider audience (e.g. school worship) • express feelings appropriately, selecting the appropriate audience.
Talking with others: listening, responding, discussion and debate	• debate with increasing understanding • collaborate in a group to discuss and deepen understanding of what they are learning • use small group or whole class discussions to speculate, hypothesise, imagine and explore ideas without support from teacher • participate in discussions effectively and challenge views politely.	• understand and use the conventions for discussion and debate • develop own and others' knowledge, understanding and ideas in different ways through unsupervised group discussion • effectively shape the overall direction of talk with effective contributions across a range of contexts, showing implicit and explicit meanings • ask and respond to questions to demonstrate a secure understanding of topics under discussion.
Role-play and drama	• make use of opportunities to devise and script drama for one another and a range of audiences • adopt, create and sustain a range of roles in drama and improvisation.	• can rehearse, refine and perform drama and theatre performances • can respond thoughtfully to drama and theatre performances.

These might be seen in:

- taking lead roles in the summer production.
- debating whether the Battle of Britain helped win the war.
- describing accurately how different forces affect us.
- refining what is said through gauging the interest of those who listen – for example, whilst leading class worship.
- using language choice to persuade listeners to come to a decision on whether science and religion conflict.
- working together to complete science investigations.
- demonstrating when Standard and non-Standard English is appropriate through drama activities.
- perform choral poems to a wide audience, including in church services.
- showing leadership skills to complete outdoor and adventurous activities away from home.
- explain precisely whether McDonalds deserves a place on every High Street.