



XII Apostles' LTP Overview

Long Term Plan Overview

Subject: Spoken Language

Overview records discrete teaches. Opportunities for application of objectives are planned for across curriculum – see individual year group LTP for details

Curriculum Team: 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Welcome to EYFS</p> <p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them</p> <p>What are your passions / goals / dreams?</p> <p>About family routines and special occasions</p> <p>Show an interest in the lives of other people</p> <p>Follow instructions (settling in, putting my things away)</p> <p>Develop vocabulary: Blank level intervention</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story!</p> <p>Develop vocabulary:-VIPERS. Blank Level interventions</p> <p>Discovering Passions</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>Story language</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Choose books that will develop their vocabulary.</p>	<p>Tell me why!</p> <p>Develop vocabulary-VIPERS: Blank Level interventions</p> <p>Using language well</p> <p>Ask's how and why questions...</p> <p>Retell a story with story language</p> <p>Remember key points from a story</p> <p>Story invention – talk it! I can describe events (Chinese New Year)</p>	<p>Explain to me!</p> <p>Develop vocabulary-VIPERS: Blank Level interventions</p> <p>Reciting poems and songs</p> <p>I can learn and recite, poems and songs: (World Book Day)</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>I can articulate my ideas and thoughts into well-formed sentences</p>	<p>Can you recount an event (Farm trip)? Develop vocabulary:-VIPERS Blank Level interventions</p> <p>I can learn and recite, poems and songsI can listen to, engage in and talk about non-fiction</p> <p>Using the iPad to take a photograph</p> <p>I can describe events in some detail: Farm trip, frog life cycle</p> <p>Articulate a life cycle</p>	<p>Tell me about differences?</p> <p>Develop vocabulary-VIPERS: Blank Level interventions</p> <p>I can learn and recite, poems and songs:</p> <p>I can talk about similarities and differences between things in the past and now (seasides)</p> <p>I can talk about the experiences I have had at different points in the school year (end of year video)</p>
Year 1	<p>Speak in sentences using joining phrases to link ideas</p> <p>Use appropriate tone of voice in the right context</p> <p>To continue to use gesture to support delivery</p> <p>Explain events in chronological order</p> <p>Listen and respond appropriately to others-guided reading</p>	<p>To use vocabulary appropriately specific to the topic-Trees</p> <p>Listen and respond appropriately to others-guided reading</p> <p>Speak clearly and confidently in a range of contexts-poetry</p> <p>Explain events in chronological order-The Gruffalo</p>	<p>Offer reasons for their opinions-D & T bridges</p> <p>Begin to organise group discussions independently of an adult-teach assigning roles</p> <p>Disagree with someone else's opinion politely & be willing to change their mind based on what they have heard -D & T Bridges</p> <p>Begin to organise group discussions independently of an adult-teach assigning roles</p> <p>Recognise when they haven't understood something and ask a question-Historical enquiry</p>	<p>Use sentence stems to link to other's ideas in group discussion-Materials</p>	<p>Disagree with someone else's opinion politely-Come to England</p>	



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			<p>Take opportunities to try out new language, even if it is not always correctly used-Great Fire of London</p> <p>Explain ideas and events in chronological order-Great Fire of London</p>			
Year 2	<p>To speak clearly and confidently with appropriate volume and pace in a range of contexts</p> <p>To recite/deliver short preprepared material to an audience</p> <p>To start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them</p> <p>To speak clearly and confidently</p> <p>To start to develop an awareness of audience</p>	<p>To ask questions to find out more about a subject</p> <p>To speak in full sentences using joining phrases to create longer sentences eg. conjunctions and sentence stems in speech and writing</p>	<p>To recite/deliver short preprepared material to an audience</p> <p>To include gestures naturally to support speech</p> <p>To start to show awareness of others who have not spoken and invite them into the discussion</p> <p>To make connections between what has been said and their own and others' experiences</p>	<p>To adapt how to speak in different situations according to the audience</p> <p>To make connections between what has been said and their own and others' experiences</p> <p>To use sentence stems to signal when they are building or challenging others' ideas in groups.</p>	<p>To speak clearly and confidently with appropriate volume and pace in a range of contexts</p> <p>To include gestures naturally to support speech</p> <p>To use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions.</p>	<p>To start to show awareness of others who have not spoken and invite them into the discussion</p> <p>To build on others' ideas in discussions</p> <p>To use body language to show active listening and support meaning when speaking</p>
Year 3	<p>Speak with confidence in front of an audience</p> <p>To reach shared agreement in discussions</p> <p>Deliberately vary tone of voice to convey meaning</p> <p>Use specialist vocabulary e.g. speak like an archaeologist</p> <p>Make precise language choices-setting description</p>	<p>To offer opinions that aren't their own e.g. talking in role</p>	<p>Adapt the content of their speech for a specific audience</p> <p>Deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas-Music</p> <p>To be able to use specialist language to describe their own and others' talk-tone, volume, pace etc during playscripts</p> <p>Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve-Horrid Henry playscript (act out and evaluate)</p>	<p>Begin to recognise different roles within group talk e.g. caption, scribe-</p> <p>How to capture a dragon</p>		
Year 4	<p>To give supporting evidence e.g. citing a text (Character analysis)</p> <p>To start to develop empathy with an audience</p> <p>To carefully consider the words and phrases they use to express their ideas and how this supports the purpose of the</p>	<p>To give supporting evidence e.g. citing a text</p> <p>To reflect on own oracy skills and identify areas of strength and areas to improve and begin to identify next steps</p> <p>To use pauses for effect in presentational talk</p>	<p>To use the appropriate tone of voice in the right context</p>	<p>To deliberately select movement and gesture when addressing an audience</p> <p>To ask probing questions</p>		



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	<p>talk (to inform), To use the appropriate tone of voice in the right context, To start to develop empathy with an audience To consider the impact of their words on others when giving feedback (Chocolate poem)</p>	<p>To use more natural and subtle prompts for turn taking (One Christmas wish)</p>				
Year 5	<p>To deliberately vary tone of voice in order to convey meaning; To adapt the content of their speech for a specific audience; To speak with flair and passion; To use gestures increasingly naturally – modelling own speeches To listen for extended periods of time including notetaking, drawing visuals (Careers – presenting To deliberately vary tone of voice in order to convey meaning (The Adventures of Isabel)</p>	<p>To consider the words and phrases used to express their ideas and how this supports the purpose of talk (discussion) – DT Bread project survey To be able to give supporting evidence To consider the words and phrases used to express their ideas and how this supports the purpose of talk (persuasive)</p>	<p>To draw upon knowledge of the world to support their own point of view and explore different perspectives – VIPERS: The Journey, Boy at the Back of the Classroom To use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions – History topic Anglo Saxons</p>	<p>To consider the words and phrases used to express their ideas and how this supports the purpose of talk (explaining)</p>	<p>To identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems – Macbeth: who's to blame To use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions – Persuasion</p>	
Year 6	<p>To speak fluently in front of an audience To construct a detailed argument or complex narrative To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate To vary sentence structures and length for effect when speaking. To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</p>	<p>To reflect on their own and others' oracy skills and identify how to improve To consciously adapt tone, pace and volume of voice To use idioms and expressions. To have a stage presence To use humour effectively</p>			<p>To begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions</p>	