



Speaking, Listening, Learning:  
working with children  
in Key Stages 1 and 2

**Primary Teachers  
and Headteachers**

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**Teaching objectives  
and classroom activities**







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# 1. Introduction

*Teaching objectives and classroom activities* is part of a package of materials all related to the four aspects of speaking and listening in the National Curriculum:

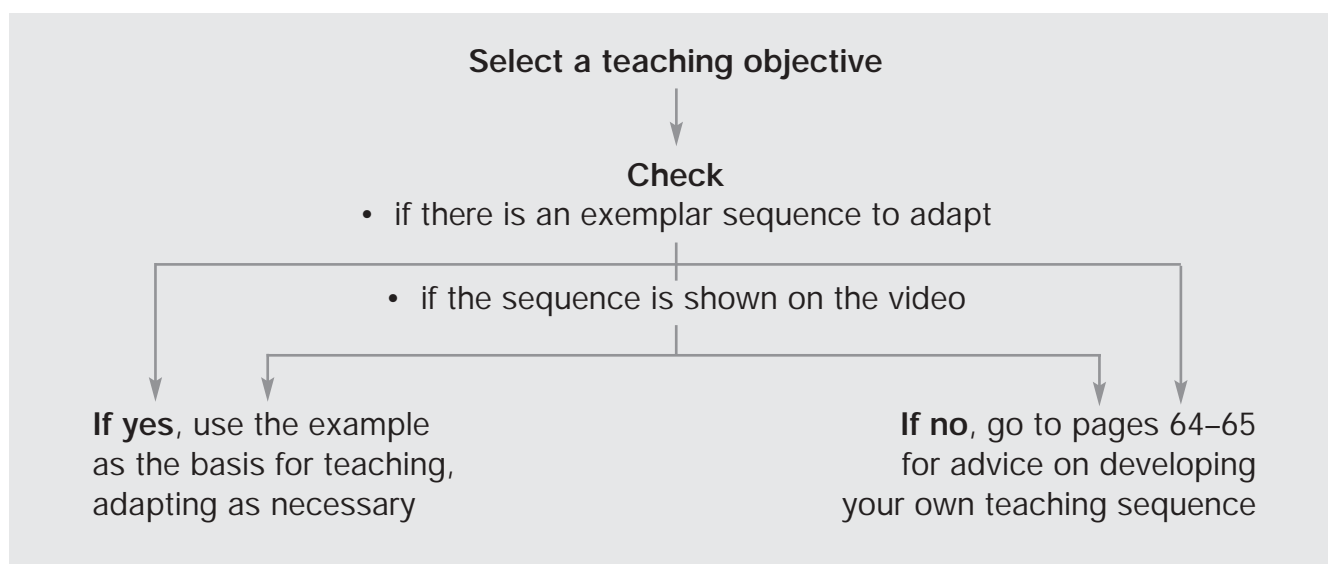
- speaking: being able to speak clearly and to develop and sustain ideas in talk;
- listening: developing active listening strategies and critical skills of analysis;
- group discussion and interaction: taking different roles in groups, making a range of contributions and working collaboratively;
- drama: improvising and working in role, scripting and performing, and responding to performances.

This booklet is the practical companion to *Speaking, Listening, Learning: working with children in Key Stages 1 and 2 Handbook* (DfES 0626-2003 G). It aims to support a more systematic approach to oral work by showing how objectives for speaking and listening can be built into teaching. You may wish to use the suggested teaching sequences or develop your own alternatives. This process needs to be supported and monitored in a range of ways, such as in-class support, logging successes and issues for discussion, and agreeing a whole-school approach to identifying the time to teach speaking and listening. The booklet contains objectives for teaching speaking and listening in Years 1–6, arranged in two formats: by term and year to guide planning, and by strand to highlight progression within each strand.

This booklet also contains:

- examples of teaching sequences for some of the objectives, selected to illustrate four in each year (pages 22–63);
- guidance on ways to plan and design a teaching sequence of your own (pages 64–65);
- commentaries on the edited highlights of classroom work shown on the video, and suggestions on ways of using the video in your school (pages 67–80).

## Using this booklet





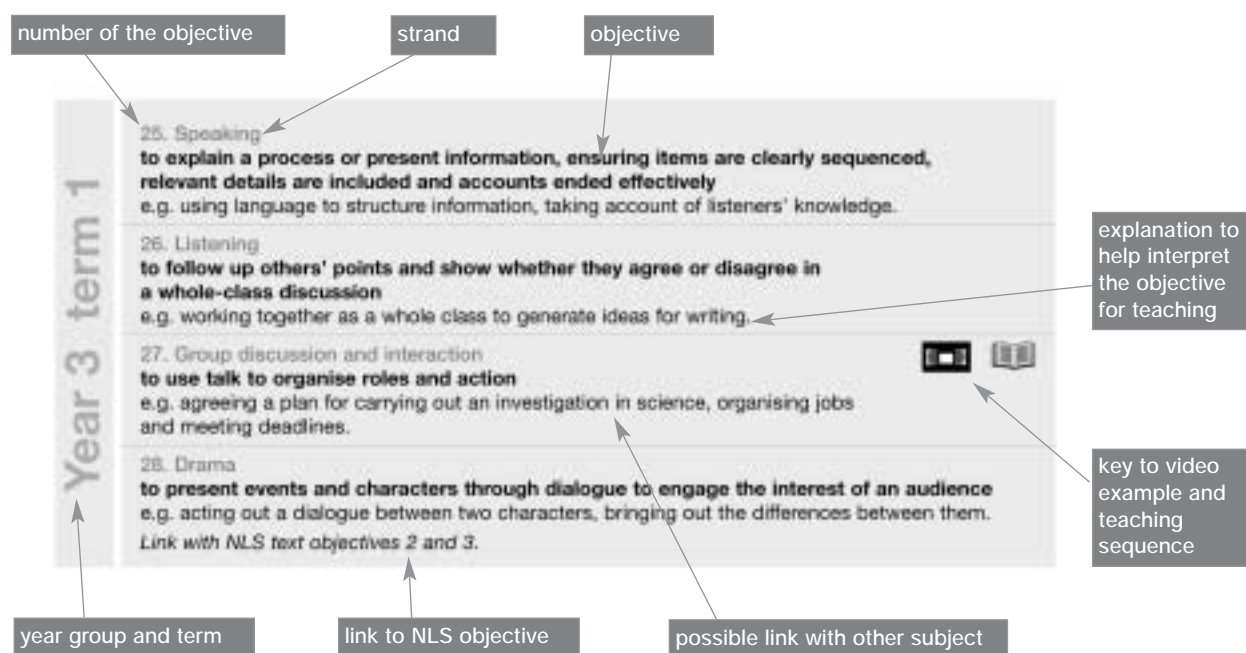
## 2. The teaching objectives

In the first part of this section, the teaching objectives are numbered sequentially across the years for ease of reference (see pages 6–11).

The teaching objectives cover the four strands of speaking and listening in a systematic way across the terms and years.

There are four objectives suggested for teaching each term. Sometimes two are combined together where there is a particularly supportive link between them. In these instances (objectives 42, 55, 62 and 66), the two objectives are listed in the most logical order for the teaching sequence. In every term there is at least one explicit link made between a speaking and listening objective and one in the National Literacy Strategy *Framework for teaching*. In practice, the literacy link may precede or follow the specific teaching of speaking and listening. Within each term, a further principle is that at least one speaking and listening objective should be taught in the context of a foundation subject. The remaining two may be contextualised in English, mathematics or other foundation subjects. It is also important to plan for effective contexts to reinforce and extend the new knowledge gained in the speaking and listening lesson sequence.

Each objective is set out in the same way.



In the second section, the objectives are shown in strands. Each strand is set out by year to show progression (see pages 12–19).

The numbering is retained across the different strands. This arrangement of the objectives is useful for discussion and monitoring across the key stages. It is possible to make some adaptation to the objectives but, in the first instance, they should be used in their original form. This is in order to ensure a systematic approach to planning, teaching and learning within and between years.

Year 1 term 1	<p>1. Speaking  <b>to describe incidents or tell stories from their own experience, in an audible voice</b>                      e.g. recounting events using detail, following teacher modelling.</p> <p><i>Link with NLS text objectives 5 and 9.</i></p>	 
	<p>2. Listening  <b>to listen with sustained concentration</b>                      e.g. identifying points of interest when listening to an explanation.</p>	
	<p>3. Group discussion and interaction  <b>to ask and answer questions, make relevant contributions, offer suggestions and take turns</b>                      e.g. when devising ways of sorting items in the classroom.</p>	
	<p>4. Drama  <b>to explore familiar themes and characters through improvisation and role-play</b>                      e.g. using story boxes and bags of props to create characters.</p> <p><i>Link with NLS text objective 7.</i></p>	
Year 1 term 2	<p>5. Speaking  <b>to retell stories, ordering events using story language</b>                      e.g. using different techniques to recall and invent well-structured stories.</p> <p><i>Link with NLS text objectives 4 and 5.</i></p>	
	<p>6. Listening  <b>to listen and follow instructions accurately, asking for help and clarification if necessary</b>                      e.g. learning about the purpose of instructions, devising and following more complex instructions.</p>	
	<p>7. Group discussion and interaction  <b>to take turns to speak, listen to others' suggestions and talk about what they are going to do</b>                      e.g. devising simple rules for turn-taking and contributing in groups.</p>	
	<p>8. Drama  <b>to act out own and well-known stories, using different voices for characters</b>                      e.g. using drama techniques to portray characters and motives.</p> <p><i>Link with NLS text objectives 9 and 15.</i></p>	 
Year 1 term 3	<p>9. Speaking  <b>to interpret a text by reading aloud with some variety in pace and emphasis</b>                      e.g. in shared reading, comparing impact of different ways of reading aloud and linking with meaning of text.</p> <p><i>Link with NLS text objective 3.</i></p>	
	<p>10. Listening  <b>to listen to tapes or videos and express views about how a story or information has been presented</b>                      e.g. learning to select and describe key features of effective media presentations.</p>	
	<p>11. Group discussion and interaction  <b>to explain their views to others in a small group, and decide how to report the group's views to the class</b>                      e.g. devising and sharing criteria for choosing a new book for the class library.</p>	
	<p>12. Drama  <b>to discuss why they like a performance</b>                      e.g. talking about effective features of dramatic performance such as voice, gesture, movement.</p>	



## Year 2 term 1

## 13. Speaking

**to speak with clarity and use intonation when reading and reciting texts**

e.g. learning choral techniques to emphasise rhythm and meaning.

*Link with NLS text objective 7.*

## 14. Listening

**to listen to others in class, ask relevant questions and follow instructions**

e.g. listening to and questioning instructions for devising a game.



## 15. Group discussion and interaction

**to listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member**

e.g. learning how to pool views, make decisions and allocate tasks.

## 16. Drama

**to adopt appropriate roles in small or large groups and consider alternative courses of action**

e.g. developing a plot and characters from a text, image or artefact.



## Year 2 term 2

## 17. Speaking

**to tell real and imagined stories using the conventions of familiar story language**

e.g. including relevant detail, keeping the listeners' interest and sustaining an account.

*Link with NLS text objective 7.*

## 18. Listening

**to respond to presentations by describing characters, repeating some highlights and commenting constructively**

e.g. watching mini-dramas in class, selecting features for comment.

## 19. Group discussion and interaction

**to ensure everyone contributes, allocate tasks, consider alternatives and reach agreement**

e.g. working collaboratively in planning, predicting and carrying out an investigative task.



## 20. Drama

**to consider how mood and atmosphere are created in a live or recorded performance**

e.g. comparing two short video extracts, choosing words to describe effects of costumes, set, lighting and music.

## Year 2 term 3

## 21. Speaking

**to use language and gesture to support the use of models/diagrams/displays when explaining**

e.g. showing how something works, combining language and gesture.



## 22. Listening

**to listen to a talk by an adult, remember some specific points and identify what they have learned**

e.g. considering how a speaker's main points are emphasised or changed because of listeners' reactions.

## 23. Group discussion and interaction

**to work effectively in groups by ensuring each group member takes a turn, challenging, supporting and moving on**

e.g. comparing books by the same author and deciding whether themes are the same or different.

*Link with NLS text objectives 4 and 7.*

## 24. Drama

**to present parts of traditional stories, own stories or work from different parts of the curriculum for members of their class**

e.g. deciding which parts of a story to dramatise and developing a polished presentation of a key moment.

Year 3 term 1

25. Speaking  
**to explain a process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively**  
 e.g. using language to structure information, taking account of listeners' knowledge.


26. Listening  
**to follow up others' points and show whether they agree or disagree in a whole-class discussion**  
 e.g. working together as a whole class to generate ideas for writing.

27. Group discussion and interaction  
**to use talk to organise roles and action**  
 e.g. agreeing a plan for carrying out an investigation in science, organising jobs and meeting deadlines.


28. Drama  
**to present events and characters through dialogue to engage the interest of an audience**  
 e.g. acting out a dialogue between two characters, bringing out the differences between them.  
*Link with NLS text objectives 2 and 3.*

Year 3 term 2

29. Speaking  
**to choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds**  
 e.g. presenting poems from other cultures using intonation to interpret punctuation and emphasise meaning.  
*Link with NLS text objectives 4 and 5.*

30. Listening   
**to identify the presentational features used to communicate the main points in a broadcast**  
 e.g. identifying main sections of a video and how these are signalled through voice-over, music and graphics.


31. Group discussion and interaction  
**to actively include and respond to all members of the group**  
 e.g. encouraging contributions by use of questions, eye contact and people's names when discussing an issue.

32. Drama   
**to identify and discuss qualities of others' performances, including gesture, action, costume**  
 e.g. responding to a live or recorded performance by selecting dramatic features for comment.

Year 3 term 3

33. Speaking  
**to sustain conversation, explaining or giving reasons for their views or choices**  
 e.g. making extended contributions when explaining solutions to problems or choosing equipment for a classroom task.

34. Listening  
**to identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus**  
 e.g. listening for words and phrases such as *now, then, next* as video moves from presenter to film clip.

35. Group discussion and interaction   
**to use the language of possibility to investigate and reflect on feelings, behaviour or relationships**  
 e.g. investigating and reflecting on the interactions between characters when reading a story.  
*Link with NLS text objective 5.*

36. Drama  
**to use some drama strategies to explore stories or issues**  
 e.g. working with different techniques to explore key aspects of relationships or situations.

## Year 4 term 1

## 37. Speaking

**to use and reflect on some ground rules for dialogue**

e.g. making structured, extended contributions, speaking audibly, making meaning explicit and listening actively.



## 38. Listening

**to compare the different contributions of music, words and images in short extracts from TV programmes**

e.g. analysing qualities of a narrator's voice which contribute to impact.

## 39. Group discussion and interaction

**to take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor**

e.g. sustaining different roles when carrying out a decision-making task.



## 40. Drama

**to comment constructively on plays and performance, discussing effects and how they are achieved**

e.g. watching plays written in class and comparing effects achieved by different groups.

*Link with NLS text objectives 5, 6 and 13.*

## Year 4 term 2

## 41. Speaking

**to respond appropriately to the contributions of others in the light of alternative viewpoints**

e.g. providing evidence to maintain their own view or modifying their views because of what others have said.

## 42. Listening

**to listen to a speaker, make notes on the talk and use the notes to develop a role-play**

e.g. listening to an expert explaining their job, using notes as a basis for improvisation.



## Drama

**to develop scripts based on improvisation**

e.g. filling out brief notes, expanding on key words as the basis for script writing.

*Link with NLS text objectives 21 and 22.*

## 43. Group discussion and interaction

**to use time, resources and group members efficiently by distributing tasks, checking progress, making backup plans**

e.g. carrying out an ICT task effectively by organising both electronic and paper resources.

## Year 4 term 3

## 44. Speaking

**to tell stories using voice effectively**

e.g. identifying the ways presentational features contribute to message and impact.

## 45. Listening

**to investigate how talk varies with age, familiarity, gender and purpose**

e.g. listening for differences between face-to-face introductions and talking on the telephone.

## 46. Group discussion and interaction

**to identify the main points of each speaker, compare their arguments and how they are presented**

e.g. developing an oral presentation from previous written work and identifying some presentational differences.

*Link with NLS text objective 21.*

## 47. Drama

**to create roles showing how behaviour can be interpreted from different viewpoints**

e.g. presenting characters as they might see themselves, then as others see them.

Year 5 term 1	<p>48. Speaking  <b>to tell a story using notes designed to cue techniques, such as repetition, recap and humour</b>                      e.g. converting notes of story outline into cue cards to support story telling.  <i>Link with NLS text objective 14.</i></p>	
	<p>49. Listening  <b>to identify some aspects of talk which vary between formal and informal occasions</b>                      e.g. contrasting excerpts from a national news broadcast and children's TV.</p>	
	<p>50. Group discussion and interaction  <b>to plan and manage a group task over time by using different levels of planning</b>                      e.g. using knowledge of group roles to organise and accomplish a collaborative activity.</p>	
	<p>51. Drama  <b>to perform a scripted scene making use of dramatic conventions</b>                      e.g. using and interpreting stage directions to enhance performance.  <i>Link with NLS text objectives 5 and 18.</i></p>	
Year 5 term 2	<p>52. Listening  <b>to identify different question types and evaluate impact on audience</b>                      e.g. distinguishing open, closed, leading, negative and rhetorical questions.</p> <p>Speaking  <b>to use and explore different question types</b>                      e.g. how to vary and sequence questions.</p>	
	<p>53. Group discussion and interaction  <b>to understand and use the processes and language of decision making</b>                      e.g. considering consequences and alternatives, achieving compromise where necessary, using language to seek agreement.  <i>Link with NLS text objective 7.</i></p>	
	<p>54. Drama  <b>to reflect on how working in role helps to explore complex issues</b>                      e.g. sustaining work in role to explore issues from different social, cultural or historical perspectives.</p>	
Year 5 term 3	<p>55. Listening  <b>to analyse the use of persuasive language</b>                      e.g. how a speaker uses emphasis, rhetoric and gesture effectively.</p> <p>Speaking  <b>to present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language</b>                      e.g. preparing a group presentation of the pros and cons of a current issue.  <i>Link with NLS text objectives 15 and 19.</i></p>	
	<p>56. Group discussion and interaction  <b>to understand different ways to take the lead and support others in groups</b>                      e.g. identifying how to organise, chair, report, listen constructively and draw others in.</p>	
	<p>57. Drama  <b>to use and recognise the impact of theatrical effects in drama</b>                      e.g. describing and reflecting on style and genre in performances.</p>	

## Year 6 term 1

## 58. Speaking

**to use a range of oral techniques to present persuasive argument**

e.g. attracting and holding listeners' attention through what is said and how it is delivered.



## 59. Listening

**to analyse and evaluate how speakers present points effectively through use of language and gesture**

e.g. identifying techniques including humour, irony, pace, volume, colloquialisms, standard and non-standard forms.

## 60. Group discussion and interaction

**to understand and use a variety of ways to criticise constructively and respond to criticism**

e.g. seeking clarification, offering additional information, adjusting ideas about content and style of presentations.

## 61. Drama

**to consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension**

e.g. evaluating different performances of an adaptation of a classic text.

*Link with NLS text objectives 1 and 9.*

## Year 6 term 2

## 62. Listening

**to make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose**

e.g. listening to extended presentations, making notes on content, style and points to question.

## Speaking

**to participate in a whole-class debate using the conventions and language of debate, including standard English**

e.g. learning how to encourage and handle relevant questions from an audience, including how to manage disagreement.

*Link with NLS text objectives 15 and 18.*

## 63. Group discussion and interaction

**to consider examples of conflict and resolution, exploring language used**

e.g. identifying ways of coping with disagreement so that the discussion proceeds.

## 64. Drama

**to improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires**

e.g. drawing on shared text to explore emotional tension at key moments in a story.



## Year 6 term 3

## 65. Speaking

**to use techniques of dialogic talk to explore ideas, topics or issues**

e.g. interviewing someone from secondary school, using formal language and spoken standard English.

## 66. Listening

**to listen for language variation in formal and informal contexts**

e.g. identifying when and how speakers use more or less formal language.



## Group discussion and interaction

**to identify the ways spoken language varies according to differences in context and purpose of use**

e.g. discussing and explaining differences in the use of standard English and dialects.

*Link with NLS text objectives 16 and 20.*

## 67. Drama

**to devise a performance considering how to adapt the performance for a specific audience**

e.g. scripting and performing a drama to present to a community audience or other year groups.

## Speaking Years 1–6

### Year 1 term 1

**1. to describe incidents or tell stories from their own experience, in an audible voice**  
e.g. recounting events using detail, following teacher modelling.

*Link with NLS text objectives 5 and 9.*



### Year 1 term 2

**5. to retell stories, ordering events using story language**  
e.g. using different techniques to recall and invent well-structured stories.

*Link with NLS text objectives 4 and 5.*

### Year 1 term 3

**9. to interpret a text by reading aloud with some variety in pace and emphasis**  
e.g. in shared reading, comparing impact of different ways of reading aloud and linking with meaning of text.

*Link with NLS text objective 3.*

### Year 2 term 1

**13. to speak with clarity and use intonation when reading and reciting texts**  
e.g. learning choral techniques to emphasise rhythm and meaning.

*Link with NLS text objective 7.*

### Year 2 term 2

**17. to tell real and imagined stories using the conventions of familiar story language**  
e.g. including relevant detail, keeping the listeners' interest and sustaining an account.

*Link with NLS text objective 7.*

### Year 2 term 3

**21. to use language and gesture to support the use of models/diagrams/displays when explaining**  
e.g. showing how something works, combining language and gesture.



### Year 3 term 1

**25. to explain a process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively**  
e.g. using language to structure information, taking account of listeners' knowledge.

### Year 3 term 2

**29. to choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds**  
e.g. presenting poems from other cultures using intonation to interpret punctuation and emphasise meaning.

*Link with NLS text objectives 4 and 5.*

### Year 3 term 3

**33. to sustain conversation, explaining or giving reasons for their views or choices**  
e.g. making extended contributions when explaining solutions to problems or choosing equipment for a classroom task.



Year 4 term 1

**37. to use and reflect on some ground rules for dialogue**

e.g. making structured, extended contributions, speaking audibly, making meaning explicit and listening actively.



Year 4 term 2

**41. to respond appropriately to the contributions of others in the light of alternative viewpoints**

e.g. providing evidence to maintain their own view or modifying their views because of what others have said.

Year 4 term 3

**44. to tell stories using voice effectively**

e.g. identifying the ways presentational features contribute to message and impact.

Year 5 term 1

**48. to tell a story using notes designed to cue techniques, such as repetition, recap and humour**

e.g. converting notes of story outline into cue cards to support story telling.

*Link with NLS text objective 14.*

Year 5 term 2

**52. to use and explore different question types**

e.g. how to vary and sequence questions.



Year 5 term 3

**55. to present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language**

e.g. preparing a group presentation of the pros and cons of a current issue.

*Link with NLS text objectives 15 and 19.*

Year 6 term 1

**58. to use a range of oral techniques to present persuasive argument**

e.g. attracting and holding listeners' attention through what is said and how it is delivered.



Year 6 term 2

**62. to participate in a whole-class debate using the conventions and language of debate, including standard English**

e.g. learning how to encourage and handle relevant questions from an audience, including how to manage disagreement.

*Link with NLS text objectives 15 and 18.*

Year 6 term 3

**65. to use techniques of dialogic talk to explore ideas, topics or issues**

e.g. interviewing someone from secondary school, using formal language and spoken standard English.



## Listening Years 1–6

Year 1 term 1

**2. to listen with sustained concentration**

e.g. identifying points of interest when listening to an explanation.

Year 1 term 2

**6. to listen and follow instructions accurately, asking for help and clarification if necessary**

e.g. learning about the purpose of instructions, devising and following more complex instructions.

Year 1 term 3

**10. to listen to tapes or videos and express views about how a story or information has been presented**

e.g. learning to select and describe key features of effective media presentations.



Year 2 term 1

**14. to listen to others in class, ask relevant questions and follow instructions**

e.g. listening to and questioning instructions for devising a game.



Year 2 term 2

**18. to respond to presentations by describing characters, repeating some highlights and commenting constructively**

e.g. watching mini-dramas in class, selecting features for comment.

Year 2 term 3

**22. to listen to a talk by an adult, remember some specific points and identify what they have learned**

e.g. considering how a speaker's main points are emphasised or changed because of listeners' reactions.

Year 3 term 1

**26. to follow up others' points and show whether they agree or disagree in a whole-class discussion**

e.g. working together as a whole class to generate ideas for writing.

Year 3 term 2

**30. to identify the presentational features used to communicate the main points in a broadcast**

e.g. identifying main sections of a video and how these are signalled through voice-over, music and graphics.



Year 3 term 3

**34. to identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus**

e.g. listening for words and phrases such as *now*, *then*, *next* as video moves from presenter to film clip.





Year 4 term 1

**38. to compare the different contributions of music, words and images in short extracts from TV programmes**

e.g. analysing qualities of a narrator's voice which contribute to impact.

Year 4 term 2

**42. to listen to a speaker, make notes on the talk and use the notes to develop a role-play**

e.g. listening to expert explaining their job, using notes as the basis for improvisation.



Year 4 term 3

**45. to investigate how talk varies with age, familiarity, gender and purpose**

e.g. listening for differences between face-to-face introductions and talking on the telephone.

Year 5 term 1

**49. to identify some aspects of talk which vary between formal and informal occasions**

e.g. contrasting excerpts from a national news broadcast and children's TV.



Year 5 term 2

**52. to identify different question types and evaluate impact on audience**

e.g. distinguishing open, closed, leading, negative and rhetorical questions.



Year 5 term 3

**55. to analyse the use of persuasive language**

e.g. how a speaker uses emphasis, rhetoric and gesture effectively.

Year 6 term 1

**59. to analyse and evaluate how speakers present points effectively through use of language and gesture**

e.g. identifying techniques including humour, irony, pace, volume, colloquialisms, standard and non-standard forms.

Year 6 term 2

**62. to make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose**

e.g. listening to extended presentations, making notes on content, style and points to question.

Year 6 term 3

**66. to listen for language variation in formal and informal contexts**

e.g. identifying when and how speakers use more or less formal language.



## Group discussion and interaction Years 1–6

Year 1 term 1

**3. to ask and answer questions, make relevant contributions, offer suggestions and take turns**  
e.g. when devising ways of sorting items in the classroom.



Year 1 term 2

**7. to take turns to speak, listen to others' suggestions and talk about what they are going to do**  
e.g. devising simple rules for turn-taking and contributing in groups.

Year 1 term 3

**11. to explain their views to others in a small group, and decide how to report the group's views to the class**  
e.g. devising and sharing criteria for choosing a new book for the class library.

Year 2 term 1

**15. to listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member**  
e.g. learning how to pool views, make decisions and allocate tasks.

Year 2 term 2

**19. to ensure everyone contributes, allocate tasks, consider alternatives and reach agreement**  
e.g. working collaboratively in planning, predicting and carrying out an investigative task.



Year 2 term 3

**23. to work effectively in groups by ensuring each group member takes a turn, challenging, supporting and moving on**  
e.g. comparing books by the same author and deciding whether themes are the same or different.

*Link with NLS text objectives 4 and 7.*

Year 3 term 1

**27. to use talk to organise roles and action**  
e.g. agreeing a plan for carrying out an investigation in science, organising jobs and meeting deadlines.

Year 3 term 2

**31. to actively include and respond to all members of the group**  
e.g. encouraging contributions by use of questions, eye contact and people's names when discussing an issue.

Year 3 term 3

**35. to use the language of possibility to investigate and reflect on feelings, behaviour or relationships**  
e.g. investigating and reflecting on the interactions between characters when reading a story.  
*Link with NLS text objective 5.*



Year 4 term 1

**39. to take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor**

e.g. sustaining different roles when carrying out a decision-making task.



Year 4 term 2

**43. to use time, resources and group members efficiently by distributing tasks, checking progress, making backup plans**

e.g. carrying out an ICT task effectively by organising both electronic and paper resources.

Year 4 term 3

**46. to identify the main points of each speaker, compare their arguments and how they are presented**

e.g. developing an oral presentation from previous written work and identifying some presentational differences.

*Link with NLS text objective 21.*

Year 5 term 1

**50. to plan and manage a group task over time by using different levels of planning**

e.g. using knowledge of group roles to organise and accomplish a collaborative activity.



Year 5 term 2

**53. to understand and use the processes and language of decision making**

e.g. considering consequences and alternatives, achieving compromise where necessary, using language to seek agreement.

*Link with NLS text objective 7.*

Year 5 term 3

**56. to understand different ways to take the lead and support others in groups**

e.g. identifying how to organise, chair, report, listen constructively and draw others in.

Year 6 term 1

**60. to understand and use a variety of ways to criticise constructively and respond to criticism**

e.g. seeking clarification, offering additional information, adjusting ideas about content and style of presentations.

Year 6 term 2

**63. to consider examples of conflict and resolution, exploring language used**

e.g. identifying ways of coping with disagreement so that the discussion proceeds.

Year 6 term 3

**66. to identify the ways spoken language varies according to differences in context and purpose of use**

e.g. discussing and explaining differences noted in the use of standard English and dialects.

*Link with NLS text objectives 16 and 20.*



## Drama Years 1–6

Year 1 term 1

**4. to explore familiar themes and characters through improvisation and role-play**  
e.g. using story boxes and bags of props to create characters.

*Link with NLS text objective 7.*

Year 1 term 2

**8. to act out own and well-known stories, using different voices for characters**  
e.g. using drama techniques to portray characters and motives.

*Link with NLS text objectives 9 and 15.*



Year 1 term 3

**12. to discuss why they like a performance**

e.g. talking about effective features of dramatic performance such as voice, gesture, movement.

Year 2 term 1

**16. to adopt appropriate roles in small or large groups and consider alternative courses of action**  
e.g. developing a plot and characters from a text, image or artefact.



Year 2 term 2

**20. to consider how mood and atmosphere are created in a live or recorded performance**  
e.g. comparing two short video extracts, choosing words to describe effects of costumes, set, lighting and music.

Year 2 term 3

**24. to present parts of traditional stories, own stories or work from different parts of the curriculum for members of their class**

e.g. deciding which parts of a story to dramatise and developing a polished presentation of a key moment.

Year 3 term 1

**28. to present events and characters through dialogue to engage the interest of an audience**  
e.g. acting out a dialogue between two characters, bringing out the differences between them.

*Link with NLS text objectives 2 and 3.*

Year 3 term 2

**32. to identify and discuss qualities of others' performances, including gesture, action, costume**  
e.g. responding to a live or recorded performance by selecting dramatic features for comment.



Year 3 term 3

**36. to use some drama strategies to explore stories or issues**

e.g. working with different techniques to explore key aspects of relationships or situations.



Year 4 term 1

**40. to comment constructively on plays and performance, discussing effects and how they are achieved**

e.g. watching plays written in class and comparing effects achieved by different groups.

*Link with NLS text objectives 5, 6 and 13.*

Year 4 term 2

**42. to develop scripts based on improvisation**

e.g. filling out brief notes, expanding on key words as the basis for script writing.

*Link with NLS text objectives 21 and 22.*



Year 4 term 3

**47. to create roles showing how behaviour can be interpreted from different viewpoints**

e.g. presenting characters as they might see themselves, then as others see them.

Year 5 term 1

**51. to perform a scripted scene making use of dramatic conventions**

e.g. using and interpreting stage directions to enhance performance.

*Link with NLS text objectives 5 and 18.*

Year 5 term 2

**54. to reflect on how working in role helps to explore complex issues**

e.g. sustaining work in role to explore issues from different social, cultural or historical perspectives.



Year 5 term 3

**57. to use and recognise the impact of theatrical effects in drama**

e.g. describing and reflecting on style and genre in performances.

Year 6 term 1

**61. to consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension**

e.g. evaluating different performances of an adaptation of a classic text.

*Link with NLS text objectives 1 and 9.*

Year 6 term 2

**64. to improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires**

e.g. drawing on shared text to explore emotional tension at key moments in a story.



Year 6 term 3

**67. to devise a performance considering how to adapt the performance for a specific audience**

e.g. scripting and performing a drama to present to a community audience or other year groups.





### 3. Teaching sequences

This section contains examples of ways to build the objectives into teaching in the whole curriculum.

There are three or four sequences for each year group, each one containing suggested timings and resources to help planning.

The sequences show the series of activities necessary to develop speaking and listening in the classroom and also indicate where work on spoken language can be integrated into existing schemes of work. The video accompanying this pack shows edited highlights of eight of the teaching sequences in Years 1, 2, 4 and 6.

The sequences are presented in a two-column format to highlight:

- **teaching activities** – what the teacher does, including the focus of the activities, setting up groups, asking questions, monitoring children's work;
- **language features** – what the teacher looks for in the language children use. The language features are both what needs to be incorporated in the teaching and evidence of children's learning. The italicised quotations from children are examples of the sorts of things they might say – not phrases for teaching.

These illustrative sequences can be adapted in various ways to suit school and classroom priorities. For example, adaptations may relate to:

- **timing**: shortening or combining different sections of work, or teaching them with breaks in between;
- **topic**: a range of subjects or topics may be chosen as the context for different sequences depending on the current interests of the class or work already planned;
- **previous experience**: in some cases, the previous experience of the class may suggest giving greater or lesser emphasis to parts of the sequence.

The teaching sequences are carefully structured in response to the objectives and to make the most effective use of varieties of groupings within the class, such as pairs, small groups and whole-class organisation. Purposeful movement between these groupings contributes to a well-paced unit of teaching and enables children to speak and listen in more varied ways.

Specific advice on **how to develop a teaching sequence** of your own is given later in this section, on pages 64–65. The four leaflets accompanying this pack contain information about a range of classroom techniques useful for organising speaking and listening work.

## Year 1 term 1 Speaking



**Objective 1: to describe incidents or tell stories from their own experience, in an audible voice**

e.g. recounting events using detail, following teacher modelling.

### *Tell me a story*

**Overview:** Children listen to a story or recount and comment on the way it is told. They then tell their own story or recount. They:

- discuss why one recount is more effective than another;
- tell a short story or incident to a partner;
- answer questions about their story;
- act as a listener to their partner's story, ask questions and identify parts they like.

**Language features:** Children develop their understanding of effective retelling and learn to use language to explain, compare and sequence events. They add detail to their recounts and speak audibly to communicate more effectively.

**Previous experience:** As part of the Foundation Stage curriculum, children have listened and responded to stories and made up their own stories.

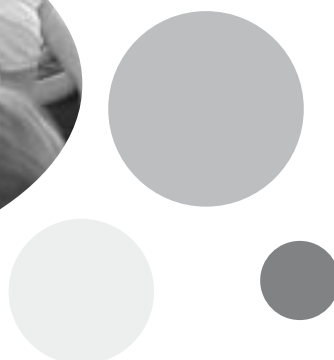
**Resources:** A method of measuring a short time, e.g. a sand timer or a storyboard separated into three sections, helps define a sensible length of speaking turns.

**Curriculum link:** NLS Year 1, term 1, text objectives 5 and 9.

Teaching sequence	Language features
<p><b>Part 1 (15 minutes)</b></p> <p>Model a poor retelling of an incident from your personal experience, e.g. a family outing. Keep the recount brief with only the bare skeleton of the event. At times, make the recount inaudible or difficult to follow.</p> <p>Ask: <i>Did I tell this story in an interesting way?</i></p> <p>Organise children into pairs to discuss briefly why the retelling was dull, uninteresting and difficult to hear.</p> <p>Ask the whole group: <i>What advice would you give me to make my story (or recount) more interesting and easier to listen to?</i></p> <p>Take suggestions.</p> <p>Monitor paired discussion, checking that partners are identifying problems with the retelling.</p>	<p>Listen for:</p> <ul style="list-style-type: none"> <li>• reasoning or explanations of opinions, e.g. <i>I didn't like that story because I couldn't hear parts of it;</i></li> <li>• relevant suggestions for improvement, e.g. <i>You could make it better if you didn't speak so quickly.</i></li> </ul>
<p><b>Part 2 (15 minutes)</b></p> <p>Retell the same story, making use of children's suggestions for improvement. Make this retelling more lively and detailed as well as clear and audible.</p> <p>Ask: <i>Was this a better retelling? Can you think of three reasons why it was an improvement?</i> Put children into pairs to discuss. Take feedback and list three points which led to improvement.</p>	<p>Listen for comparisons and reasons, e.g. <i>This was a better story than last time because he told us more about how he lost his ice cream.</i></p>



Teaching sequence	Language features
<p><b>Part 3 (15 minutes)</b></p> <p>Explain: <i>You are going to tell each other a story from your own experience, something which happened to you and which you remember well.</i></p> <p>Remind children of the need for audibility and how detail adds interest. Give thinking time or support to planning, e.g. a blank storyboard to note the main details.</p> <p>Ask children to tell the story to their partner, giving about 2–3 minutes for the activity.</p> <p>Stop the activity at the time limit and ask the listening partner to identify two things they liked about the recount. Then suggest they ask a question to find out more.</p> <p>Select a few listeners to explain to the whole class what made their partner's recount effective. Check with them that the retelling had been audible. Ask them about their question. Comment positively on questions which asked for clarification or greater detail.</p>	<p>Monitor to see that the planning focuses on the main points of the story.</p> <p>Look and listen for interactive talk, e.g. speakers maintaining eye contact, showing awareness of listener, repetition for emphasis or clarification, maintaining an appropriate pace, use of gestures to support communication, audibility.</p> <p>Check turn-taking and look for evidence of listening, e.g. listeners able to identify a part of the recount which appealed to them, questions which ask for more information (<i>who, what, how</i>) or explanation (<i>why</i>).</p> <p>Listen for:</p> <ul style="list-style-type: none"> <li>time connectives used to organise the recount: <i>when, then, after, next, first</i>, e.g. <i>When I was at the zoo, I saw some lions. Next we visited the monkeys. They were...</i></li> <li>elaboration to add detail, e.g. <i>The monkeys were swinging across the cage on the branches and ropes...</i></li> </ul>
<p><b>Part 4 (15 minutes)</b></p> <p>Rerun Part 3 (but without planning time), with partners swapping roles as teller and listener.</p>	<p>As Part 3</p>
<p><b>Part 5 (10 minutes)</b></p> <p>Remind the class of their work on telling stories and recounts. Ask: <i>How have you got better at telling stories?</i></p> <p>Let children rehearse answers in pairs before taking contributions as a whole class. Encourage them to focus on audibility and detail.</p>	<p>Listen for responses which highlight specific examples of effective retelling.</p>



## Year 1 term 1 Group discussion and interaction

**Objective 3: to ask and answer questions, make relevant contributions, offer suggestions and take turns**  
e.g. when devising ways of sorting items in the classroom.

### Planning a role-play area

**Overview:** Children work as a whole class and in pairs to decide on a role-play area. They:

- decide on a location;
- select contents;
- refine choices;
- reflect on how they used talk to set up the area.

**Language features:** Children learn to ask and answer questions using *How? When? Why? Who? Where? What?*

**Previous experience:** Build on Foundation Stage work on turn-taking.

**Resources:** A selection of objects related to the role-play area and small plans of the classroom.

**Curriculum link:** Science scheme of work for Key Stages 1 and 2, Unit 1A, 'Ourselves', and NLS Year 1, term 1, text objectives 7 and 16.

Teaching sequence	Language features
<p><b>Part 1 (10 minutes)</b></p> <p>Tell the children that they are going to plan a role-play area, e.g. hospital/doctors. Prompt them to share briefly their own experiences and introduce key vocabulary.</p> <p>Ask: <i>What will we need to talk about when we make this role-play area?</i></p> <p>Organise children into pairs with a talk partner. Give them a couple of minutes to share ideas, then ask pairs for suggestions. Draw out and record key issues.</p> <ul style="list-style-type: none"> <li>• <i>Where could the role-play area go?</i></li> <li>• <i>What will it look like?</i></li> <li>• <i>What equipment will we need?</i></li> </ul>	<p>Listen for relevant contributions, e.g.</p> <p><i>When I went to the hospital we had to fill in a form.</i></p> <p><i>At our doctors, there are comics to read.</i></p> <p><i>She put something like a lollipop stick in my mouth.</i></p> <p>Listen for suggestions related to planning, e.g.</p> <p><i>We'll need to choose posters to go on the wall.</i></p> <p><i>It would be good to have the sink.</i></p> <p><i>There should be chairs for the patients.</i></p>
<p><b>Part 2 (20 minutes)</b></p> <p>Give pairs a plan of the classroom. Ask them to decide on the best place for the role-play area, to mark it on the plan and be ready to explain their choice.</p> <p>After about 5 minutes, draw the class together and choose one or two pairs to state their choice and give one reason for it.</p> <p>Respond to suggestions and explanations, modelling the language features and kind of discussion expected. Prompt children to make their reasons clear, e.g. <i>I think that is a good idea. You've explained it well. Yes, that's a good reason for putting it there, but why...? Have you thought about...?</i></p> <p>Ask pairs to swap their plans, consider each other's suggestions and think of a question to ask about them. Display question words: <i>Why? How?</i> and <i>Where?</i> to focus and prompt this.</p> <p>After 5 minutes, choose pairs and help them to share their question. <i>You've looked at X's plan. Where did they put the area? What question do you want to ask them?</i></p> <p>Give the other pair an opportunity to answer, explaining their reasons. Prompt other children to comment or ask further questions.</p> <p>Round off the session by reaching agreement on the location of the role-play area.</p>	<p>Monitor pairs, looking for focused partner talk in which suggestions are offered and discussed, questions asked and answered.</p> <p>Listen for:</p> <ul style="list-style-type: none"> <li>• suggestions, e.g. <i>We could put it...; We think the best place is...;</i></li> <li>• descriptions, e.g. <i>between the cupboard and the... near the sink;</i></li> <li>• reasons related to the choice made and logically expressed, e.g. <i>...because then the doctors can wash their hands. If it's next to the door then...</i></li> </ul> <p>Monitor pairs, checking that partners are asking and answering a range of questions.</p> <p>Listen for:</p> <ul style="list-style-type: none"> <li>• focused questions using the word prompts provided, e.g. <i>Where can we put things on the wall? How many people will be able to use the area?</i></li> <li>• relevant answers and explanations.</li> </ul> <p>Look also for evidence that children have listened to contributions made earlier in the discussion.</p>

Teaching sequence	Language features
<p><b>Part 3 (10 minutes)</b></p> <p>Give talk partners 2 minutes to talk about and choose equipment for the area; explain that both partners will need to have a suggestion.</p> <p>Then ask children to sit in a circle and to offer their suggestions in turn. Encourage them to suggest something that has not been mentioned before. List the suggestions as they are made.</p>	<p>Check turn taking and look for evidence that children are listening to each other's contributions.</p>
<p><b>Part 4 (20 minutes)</b></p> <p>Collect as many of the items listed as possible, gather the children into a circle and display the objects in the middle. Display question words again.</p> <p><i>Who? What? When? How? Why? Where?</i></p> <p>Choose one of the objects and ask a question about it, e.g. <i>Who uses/wears this? When would the doctor use this?</i></p> <p>Then give pairs 2 minutes to frame similar questions. Choose children to ask their questions and invite others to answer them. Allow thinking time as necessary. Prompt them to extend the range of questions: <i>Has anyone got a question beginning with the word...?</i></p>	<p>Listen for clear questions using the range of question words. (Look for evidence of progression from Part 2.)</p> <p>Listen for relevant answers, e.g.:</p> <ul style="list-style-type: none"> <li>• for <i>Why</i> questions: <i>because..., so that...</i></li> <li>• for <i>Where</i> questions: <i>behind the..., on the bed;</i></li> <li>• for <i>How</i> questions: <i>by ringing a bell, using the computer;</i></li> <li>• for <i>Who</i> questions: <i>The nurse..., the receptionist...</i></li> <li>• for <i>What</i> questions: <i>a stethoscope, the magazines;</i></li> <li>• for <i>When</i> questions: <i>before she takes your temperature, after the nurse has seen you.</i></li> </ul>
<p><b>Part 5 (20 minutes)</b></p> <p>Before this session, set out the furniture in the role-play area. Display objects in the middle of the circle again. Ask a child to choose one and say where it should go in the area and why. Ask another child to choose an object that goes with it. As the discussion develops, prompt children to think about ways of sorting the objects: <i>Who can see something that goes with this? What else goes there? What other things would the doctor use? Who can see something that goes somewhere else?</i></p> <p>Set up the role-play area with the children.</p>	<p>Listen for suggestions that:</p> <ul style="list-style-type: none"> <li>• identify similarities and differences, e.g. <i>The rubber gloves are for the doctors too. The comics go with the magazines on the little table;</i></li> <li>• show understanding of how things are being sorted, e.g. <i>The receptionist needs the telephone. That should go in the waiting room with the...</i></li> </ul> <p>Check turn taking and look for evidence that children are listening to and building on earlier contributions.</p>
<p><b>Part 6 Reflect (10 minutes)</b></p> <p>Ask children: <i>How did we use talk when we planned the hospital? How did it help us?</i></p> <p>Prompt children to identify the different speaking and listening activities and to describe how they contributed to the planning and organisation of the role-play area.</p>	<p>Listen for responses that indicate children are reflecting on:</p> <ul style="list-style-type: none"> <li>• making suggestions: <i>There were lots of good ideas about where to put the hospital. It made us think hard about what should go in the hospital. We had to remember what other people said;</i></li> <li>• taking turns: <i>It's more fair when we take turns. I was going to say computer but someone said it first;</i></li> <li>• questioning: <i>Asking questions helped us decide the best place. The list of words helped me think of more questions. X's question made me change my mind.</i></li> </ul>

## Year 1 term 2 Drama



### Objective 8: to act out own and well-known stories, using different voices for characters

e.g. using drama techniques to portray characters and motives.

#### **Animating Anancy**

**Overview:** Working in small groups, children enact and extend some scenes. They:

- make freeze-frame pictures of some illustrations;
- discuss what characters should say and how they would speak;
- invent and enact what might happen immediately following key moments in the text;
- rehearse their ideas to make the characters speak in more appropriate ways.

**Language features:** Children learn to adopt roles and take on appropriate voices to represent characters in a story.

**Previous experience:** Link to play in Foundation Stage curriculum

**Resources:** *Anancy and Mr Dry-Bone* by Fiona French

**Curriculum link:** NLS Year 1, term 2, text objectives 9 and 15.

Teaching sequence	Language features
<p><b>Part 1 (15 minutes)</b></p> <p>Introduce and read the text <i>Anancy and Mr Dry-Bone</i>. Explain that the class will become the characters in the story by making freeze-frames (like photographs) of some of the illustrations.</p> <p>Retell the story, stopping at an interesting point. Tell children they will work in twos or threes to make a freeze-frame of this scene. Give very brief planning time. Explain: <i>I will count to three and by then you must be frozen in your position as one of the characters</i>. Encourage them to improve their body position and facial expressions.</p> <p>Highlight specific freeze-frames to get the class to think about successful representations, e.g. <i>How should Anancy be standing? And where would the others be?</i></p>	<p>Monitor group work to ensure that children work together.</p> <p>Listen for suggestions related to planning how to adopt the poses and gestures of their chosen characters, and how to use space to create their scene,</p> <p>e.g. <i>Miss Louise will be sitting down and looking across at them.</i></p> <p><i>Mr Dry-Bone will be trying to look important.</i></p> <p><i>Anancy could be laughing and dancing.</i></p>
<p><b>Part 2 (20 minutes)</b></p> <p>Remind children of previous work on freeze-frames and <i>Anancy and Mr Dry-Bone</i>.</p> <p>Identify with the children two illustrations which are particularly important to the story, e.g. Mr Dry-Bone walking on the ceiling trying to make Miss Louise laugh.</p> <p>Ask children, in groups of two or three, to make a freeze-frame of the first illustration. Explain that they can introduce another character into the scene if necessary to provide everyone with a role. Give them time to discuss and plan. After rehearsal, freeze the whole group. Then ask one or two groups to hold their freeze-frames while the rest of the class gather round. Ask the children in the freeze-frame about their picture, speaking to them in role as their character, e.g. <i>Mr Dry-Bone, why are you walking in that way?</i> Encourage children to answer in role. Ask others what they would say, for example, if they were Mr Dry-Bone. Prompt them to think about the way that individual characters would speak.</p>	<p>Listen for:</p> <ul style="list-style-type: none"> <li>• explanations about why particular episodes/illustrations are important;</li> <li>• children who are able to answer in role rather than simply describe what Mr Dry-Bone would say or do;</li> <li>• children adopting a voice to represent a particular character, for example, trying out different voices to represent Anancy and deciding to choose one.</li> </ul>

Teaching sequence	Language features
<p><b>Part 3 (20 minutes)</b></p> <p>Repeat the making of freeze-frames for the second chosen illustration, e.g. Anancy meeting the different animals. Afterwards, and without giving planning time, ask the groups to invent the next 10–20 seconds of action which follow this moment. Set constraints, e.g. all the characters have to speak to each other.</p> <p>Ask some groups to explain what they acted out. Ask some groups to repeat their conversations and ask others to comment on what was said and how.</p>	<p>Monitor groups to ensure all take part.</p> <p>Listen for children adopting voices appropriate for their role.</p> <p>Listen for interpretative language which links to the story, e.g. <i>I thought Anancy would sound chattery like a monkey!</i></p>
<p><b>Part 4 (30 minutes)</b></p> <p>Choose a significant episode from towards the end of the story, e.g. Miss Louise announcing her choice of Anancy as her husband. Ask groups to make a freeze-frame of the illustration.</p> <p>Once they have made the freeze-frame, give them planning time to create a brief sequence of action and then act it out.</p> <p>Highlight one or two groups' work and discuss what they did. Point out different interpretations of the same characters and, particularly, how they spoke as the different characters. Ask: <i>What is the difference between the way Anancy and Mr Dry-Bone should speak?</i> Draw out how events in the story should influence the way that characters sound, e.g. at the end of the story Mr Dry-Bone's voice might reflect his disappointment.</p> <p>Allow groups to rehearse their acting out again, asking them to pay particular attention to the way that the characters speak.</p>	<p>Listen for the language of comparison in the discussion of different interpretations of the same character, e.g. <i>I think Mr Dry-Bone sounded too happy then. Joe's group gave him a dry voice, that sounded better.</i></p> <p>Listen for children adopting voices appropriate to their roles.</p> <p>Look for children actively interpreting and extending the story through language and action, e.g.</p> <p><i>Miss Louise: Will you come to my party?</i></p> <p><i>Mr Dry-Bone: Have you got slugs to eat?</i></p>
<p><b>Part 5 (10 minutes)</b></p> <p>Ask children to use the insights gained from the freeze-frames and acting as characters to discuss the story, e.g. <i>What was fun about acting as Miss Louise? Was anything difficult about Anancy's voice? Do you think Mr Dry-Bone would really have said that? What have you learned about Anancy in this story?</i></p>	<p>Listen for the language of evaluation, e.g. <i>I thought Annie's voice for Miss Louise was best because...</i></p> <p><i>I liked the way Mr Dry-Bone turned away. He looked sad.</i></p> <p>Prompt children to consider how this work in drama has led them to understand more about the story, for example whether they thought Miss Louise made a good choice and why; what kind of a character Anancy is; whether any of the freeze-frames showed them more than they had thought was in the story.</p>



## Year 1 term 3 Listening

**Objective 10: to listen to tapes or videos and express views about how a story or information has been presented**

e.g. learning to select and describe key features of effective media presentations.

### *The good story tape guide*

**Overview:** Children:

- listen to and evaluate story tapes, first as a whole class and then in groups;
- plan and perform a story reading of their own;
- listen to and comment on each other's readings.

**Language features:** Children learn how to describe different qualities, e.g. clarity, pace, vocabulary choices, and how the reader creates interest and excitement.

**Previous experience:** Build on earlier Year 1 work on retelling stories, using pace and variety of voice.

**Resources:** Audio cassette versions of stories (lasting no more than about 5 minutes), including some that are familiar, e.g. *The Three Bears*, *Ten in a Bed* by Penny Dale, *Can't You Sleep, Little Bear?* by Martin Waddell, *A Dark Dark Tale* by Ruth Brown.

Teaching sequence	Language features
<p><b>Part 1 (30 minutes)</b></p> <p>Play a taped version of a familiar story. Tell the children that you want them to think about how the reader makes the story interesting and exciting. Ask talk partners to tell each other one thing they noticed about how the story was told. Then share observations as a class. Draw attention to features such as different voices for different characters, pace, rhythm, sound effects, clarity, emphasis, use of voice to express emotions. Write up these features to compile a list of criteria for good story telling.</p> <p>Ask children to listen out for these features as you replay the tape. Prompt them to make additional comments: <i>Is there anything else you noticed this time? Is there anything we need to add to our list or change?</i></p>	<p>Look for evidence that children have been listening attentively and focusing on how the story is told, e.g. comments that show awareness of the features and qualities of the reading:</p> <ul style="list-style-type: none"> <li>• dramatisation – <i>she used different voices for the bears. Baby Bear had a squeaky voice;</i></li> <li>• repetition – <i>she said 'it was just right' the same every time;</i></li> <li>• volume – <i>she said 'just' louder;</i></li> <li>• attitude – <i>Daddy Bear sounded very cross when his chair was broken.</i></li> </ul>
<p><b>Part 2 (60 minutes)</b></p> <p>Prepare for this session by turning the list of criteria into a prompt sheet for group discussion. Organise the class into groups, and set up a rotating activity that gives each group an opportunity to listen to and discuss the same three taped stories. (This could be done in one session or over a few days.) Distribute the prompt sheets and explain that you want children to use these to help them talk about how each story is read, and to record their ideas, e.g. by using symbols (ticks/crosses/stars/faces).</p> <p>Continue with discussion and recording as appropriate.</p>	<p>Listen for relevant suggestions as children use the prompt sheet, e.g. <i>We haven't talked about the different voices. I think that needs a smiley face – he makes it really exciting, by getting faster and faster then suddenly stopping.</i></p>

Teaching sequence	Language features
<p><b>Part 3 (40 minutes)</b></p> <p>Draw the class together. Nominate children to give their evaluation of how well each of the three taped stories is presented. Share these, taking the stories in turn. After each story, prompt children to discuss any differences of opinion and to develop ideas: <i>Let's talk some more about using voices to show how the characters feel – because you didn't agree about that. Red group, what was your reason for saying...</i> When all three stories have been considered, prompt children to draw conclusions: <i>So which tape is best? Why? Which of these ideas about reading stories on tape is the most important? Why?</i></p> <p>Add to or amend the list of criteria, e.g. putting items in order of importance, and display it.</p>	<p>Listen for comments that show children are developing their awareness and understanding of factors that affect the quality of story tapes. Are they making evaluative judgements using the criteria to compare and contrast? e.g. <i>It should have been a bit faster and more exciting when...</i> <i>It was hard to tell who was speaking.</i> <i>The sound of the chairs breaking was silly.</i> <i>Showing how the characters feel is most important.</i> <i>X was very good at that.</i></p>
<p><b>Part 4 (30 minutes)</b></p> <p>Give children, working in small groups, time to prepare and rehearse a reading of a favourite story, and then to make a recording of it. Prompt them to choose just two or three qualities to try for in their recording.</p>	<p>Look for performances/recordings that show children are trying to meet the criteria for good story reading.</p>
<p><b>Part 5 (15 minutes)</b></p> <p>Share some of the recordings with the whole class. Ask children to comment, identifying good points and one feature that could have been better.</p>	<p>Listen for comments, as above, that show awareness of the qualities that make a good story reading – different voices, impact of opening, conveying emotion, creating surprise, e.g. <i>I really like the way X tried to do Little Bear's voice. That's hard.</i> <i>It's really good at the beginning – you can hear how the characters feel.</i> <i>It made me jump when...</i></p>



## Year 2 term 1 Listening



### Objective 14: to listen to others in class, ask relevant questions and follow instructions

e.g. listening to and questioning instructions for devising a game.

#### *Listen and play*

**Overview:** Children invent a game in PE, using simple equipment and then explain it to the rest of the class. They:

- plan their explanation;
- listen to another group's explanation and then play their game;
- reflect on successful explanations and good listening behaviours.

**Language features:** Children learn how to use language to give instructions. When listening, they use questions to check or clarify their understanding, repeat or rephrase instructions in their own words and ask for repetition or advice when they don't understand.

**Previous experience:** In Year 1 term 2, children have worked on following instructions. The quality of work in this unit will be improved if the class are experienced at working in groups in PE and are used to talking about their activities.

**Resources:** A variety of small games equipment and sufficient space for the games to be played.

**Curriculum link:** PE scheme of work for Key Stages 1 and 2, 'Games activities', Unit 2.

Teaching sequence	Language features
<p><b>Part 1 (20 minutes)</b></p> <p>Put children into groups of three or four. Give each group one or two pieces of PE equipment, e.g. small balls, hoops and bean bags, which they have used in recent lessons.</p> <p>Model the vocabulary of the topic: <i>game, instructions, rules, points, score</i> and the names of the pieces of equipment required.</p> <p>Allow 10 minutes for the groups to plan a game, think of its rules and practise playing it.</p> <p>Give time warnings throughout the 20 minutes, reminding them of the tasks which have to be achieved.</p> <p>Choose some groups to demonstrate their game to the class and talk about whether the game worked successfully.</p>	<p>Look for examples of children listening actively, e.g. asking for further information or clarification.</p>
<p><b>Part 2 (20–30 minutes)</b></p> <p>If this is a separate lesson, allow children to play the game again.</p> <p>Explain that in this session they are going to learn how to play some of the games invented by other groups. Discuss what everyone will need to know before they can play, e.g. the point of the game, equipment, starting point, sequence of actions, how it is scored and finished, etc. List some prompts to support the groups' independent work, e.g. <i>Agree a starting point.</i></p> <p>Give time for groups to plan their instructions. Encourage them to rehearse their explanations within their groups.</p>	<p>Listen for use of specific vocabulary related to the topic.</p> <p>Listen for the language of instruction and order, e.g. <i>First you..., Next..., The game ends when...</i></p> <p>Monitor groups' ability to work constructively together. Listen for questioning about possible techniques and strategies: <i>What happens if...? Can we...?</i></p>



Teaching sequence	Language features
<p><b>Part 3 (30 minutes)</b></p> <p>Bring the class together to emphasise the importance of listening to instructions. Discuss good listening strategies, e.g. asking questions, recapping or reviewing what has been said, expressing uncertainty, forming a mental picture of the activity.</p> <p>Ask one group to present their game instructions to the class. Model some of the good listening strategies by asking questions. Prompt the rest of the class to clarify their understanding, e.g. ask: <i>Does anyone not understand any part of the instruction? Do you have any questions for the game inventors?</i> List helpful questions, and so on.</p> <p>Allow the class to gather the necessary equipment and begin to play the game. Ask the inventors to circulate to help the groups play the game successfully, by answering any further questions, demonstrating. Give adequate time for the game to be played.</p> <p>Stop the game and ask each group to reflect on how well they played the game and to identify one instruction that was easy or difficult to follow. Take feedback from the class, e.g. ask: <i>What advice would you give to the next group who will teach you to play a game?</i></p>	<p>Check for good listening strategies:</p> <ul style="list-style-type: none"> <li>• questions to confirm understanding: <i>Do you mean that? But what if...?</i></li> <li>• recap or review: <i>So we have to throw the ball first...</i></li> <li>• asking for repetition or further advice: <i>I don't understand how...</i></li> </ul> <p>Look for examples of groups following the instructions and playing the game successfully. Look for groups where they follow the instructions accurately but still have difficulties.</p> <p>Monitor the interaction between the inventors and the groups, listen for examples of questioning and further explanations.</p> <p>Listen for the language of evaluation, e.g. <i>It is better if the instructions are quite short...</i></p>
<p><b>Part 4 and subsequent sessions (30 minutes depending on the number of groups)</b></p> <p>Repeat the sequence of Part 3, giving time if necessary for the groups to recall and replay their games before explaining them. Remind the game-inventors of the information they need to give and how to give it. Remind the class of how to listen. Draw on the ideas expressed previously to provide examples of what needs to be done. Ensure that after each game is played children are given the opportunity to reflect on the instructions given. Vary the feedback that is taken, e.g. asking the class to identify what was successful about an aspect of the instruction giving. List valuable behaviours, e.g. rephrasing an instruction, which helps good listening.</p>	<p>Listen for better explanations as the class become more familiar with the task and how talk supports it, e.g. fewer and briefer instructions, instructions more focused on the task, more use of demonstration, asking listeners if they understand.</p> <p>Look for good listening behaviours, e.g. asking relevant questions, using <i>who</i>, <i>where</i>, <i>what</i> and <i>how</i> question stems.</p> <p>Expect listeners to draw increasingly on their experience of explaining and playing the games, e.g. making suggestions for improvement of the game and for the way it was explained.</p>



## Year 2 term 1 Drama

### Objective 16: to adopt appropriate roles in small or large groups and consider alternative courses of action

e.g. developing a plot and characters from a text, image or artefact.

#### *The Two Grannies*

**Overview:** Children:

- listen to the story, *Katie Morag and the Two Grandmothers*, by Mairi T Hedderwick, and use face symbols to show how characters feel;
- use paired role-play activities to develop and reflect on characters' thoughts and feelings;
- use pair and group role-play to explore alternative ways in which the story might continue;
- reflect on the role-play activities.

**Language features:** Children learn to adopt the appropriate voice and vocabulary for the role. They articulate and comment on the choices made.

**Previous experience:** Build on Year 1 work on exploring themes and characters through improvisation and role-play.

**Resources:** Big Book copy of *Katie Morag and the Two Grandmothers*. The children should be familiar with this story. Face images showing happy, unhappy and neutral (one per pair). Props and/or costumes appropriate for the two grandmothers.

**Curriculum link:** Geography scheme of work for Key Stages 1 and 2, Unit 3, 'An Island Home'.

Teaching sequence	Language features
<p><b>Part 1 (10 minutes)</b></p> <p>Briefly recap the Katie Morag story, focusing on the two grandmothers. Organise children in pairs facing each other, with one child taking the role of Grannie Mainland, the other that of Grannie Island. Ask children to hold up faces to show how their character feels, and reread the story. Prompt children to look at the pictures as they listen.</p>	<p>Look for evidence that children are focusing on 'their' character and identifying how that character's feelings change during the story.</p>
<p><b>Part 2 (40 minutes)</b></p> <p>Identify and record key moments in the story: Grannie Mainland arrives; she unpacks; Grannie Island and Katie discover the sheep is dirty; they wash it; the sheep wins the prize; the party. Distribute props/costumes for the two grandmothers. Organise children in pairs, with one in role as Grannie Island and one as her friend. Ask the 'Grannie Islands' to tell their friends what happened and how they felt at key moments in the story; prompt 'friends' to ask questions. Repeat with the child who was the friend, now in role as Grannie Mainland and talking to her friend.</p> <p>Choose some pairs to present one of their conversations. Prompt other children (out of role) to comment: <i>Do you think that's how she felt? What makes you think that? Think about where she comes from. How do her feelings change? Why?</i> Record interesting extracts from the conversation in speech bubbles, and display.</p>	<p>Monitor pairs. Encourage contributions indicating that:</p> <ul style="list-style-type: none"> <li>• children are staying in role;</li> <li>• the 'Grannies' can describe and reflect on their thoughts and feelings convincingly, e.g. <ul style="list-style-type: none"> <li>– <i>I felt embarrassed. She looked really smart and I was in my old clothes. It was silly of her to come all dressed up like that. She had to wear a scarf to keep her hat on ...;</i></li> <li>– <i>I didn't know how I was going to get into the little boat with these high heels on. I was disappointed to see her other grannie there. I wanted Katie all to myself. It was so dirty – no paths and chickens everywhere;</i></li> </ul> </li> <li>• the 'friends' ask relevant questions, e.g. <i>Oh, that must have been awful. What did you do then? How did you feel when...? What did you think about...?</i></li> </ul> <p>Listen for comments that show understanding of the character's feelings and how they develop during the story, e.g. <i>At the end your Grannie Island said she was friends with Grannie Mainland. I'm not sure. Maybe she still thinks she is posh.</i></p>

Teaching sequence	Language features
<p><b>Part 3 (40 minutes)</b></p> <p>Recount an extension to the story. The school holidays are beginning soon. Grannie Mainland wants Katie Morag to come back to the city with her for two weeks, but Grannie Island says that Katie Morag would not like the city and would prefer to come and stay in her cottage. Organise the children in pairs, one in role as Grannie Island, one as Grannie Mainland. Choose one to start, and ask them to put forward arguments in favour of their proposal; ask the partner to respond to these points, e.g. by putting forward a counter-argument or objection. Take on these roles to demonstrate how the conversation might go. After about 5 minutes, swap round, giving the child in role as the other Grannie a chance to argue his/her case.</p> <p>Ask children to choose which of the two grandmothers they want to be. Organise each of these two groups into smaller groups and give them 5 minutes to prepare the case for persuading Katie Morag to visit them.</p> <p>Explain that you are going to step into role as Katie Morag and ask the two groups to try to persuade you to stay with them. In role as Katie Morag, respond to the children's arguments and ask questions, e.g. <i>What will it be like there? What will there be to do? Will I be able to go out and play?</i></p> <p>Still in role, make a decision and explain your reasons.</p>	<p>Monitor pairs for in-role conversations in which children draw on information in the book and their own experiences to show how the two grandmothers would react in this new situation, e.g.</p> <p><i>Katie Morag is used to being on the island. She won't like it in the city. There are too many people. She'll feel lost and frightened.</i></p> <p><i>I don't agree. It's boring on the island. There'll be lots of new things for Katie to do in the city. I'll take her to MacDonalds and the cinema.</i></p> <p>Listen for convincing in-role arguments for the two alternative courses of action.</p> <p>Look for evidence that children are developing the characters of the two grandmothers.</p>
<p><b>Part 4 (20 minutes)</b></p> <p>Organise the class in small groups. Ask children to discuss how the grandmother who lost the argument might be feeling and what Katie Morag would say to her. After about 10 minutes, ask each group to choose one member to be Katie Morag and to share what she might say.</p>	<p>Support the use of role responses that build on the previous arguments, e.g. <i>I'll come and stay with you when I'm older. It doesn't mean I don't like you. Can I come and stay with you next year?</i></p>
<p><b>Part 5 Reflect (10 minutes)</b></p> <p>Draw the class together and ask children to reflect on the role-play, e.g. <i>What did you find out about the two grandmothers? Did the new part of the story help you understand them?</i></p>	<p>Look for evidence that the role-play helped them to understand the different feelings of the characters through exploring characters and situations in stories, e.g. <i>It made me think more about how they felt. Before this, I didn't see that she might have been jealous.</i></p>



## Year 2 term 2 Group discussion and interaction

**Objective 19: to ensure everyone contributes, allocate tasks, consider alternatives and reach agreement**

e.g. working collaboratively in planning, predicting and carrying out an investigative task.

### **Forces and movement**

**Overview:** Children conduct an experiment to investigate how different surfaces affect the distance a vehicle can travel. They:

- speculate about the impact different materials will have on the distance travelled;
- work in groups to design an experiment, using given materials;
- conduct the experiment and record their results;
- explain their results to others;
- reflect on the different tasks completed in their group and how talk helped it function effectively.

**Language features:** Children develop their use of scientifically precise language to design and explain their experiment, use language to make comparisons, learn to use talk to plan and agree their work in groups and to organise ideas in ways that others can readily understand.

**Previous experience:** Children have worked in groups in the previous term, and have covered some aspects of the science unit 'Forces and Movement'.

**Resources:** Materials to provide test surfaces, ramps, identical toy cars, 1m rulers, simple checklist for observers, record sheet for each group.

**Curriculum link:** Science scheme of work for Key Stages 1 and 2, Unit 2E, 'Forces and Movement'.

Teaching sequence	Language features
<p><b>Part 1 Introduction (30 minutes)</b></p> <p>Introduce an investigation – how do different surfaces affect the distance travelled by a vehicle? Explain that children will be working in groups to test out some different surfaces. Ask them to speculate about the effect two different materials (e.g. carpet, bubble wrap) would have on the distance travelled.</p> <p>Discuss ways of working and resources/equipment available. Put children into groups of six. Ask one or two children in each group to act as observers to note the decisions made, and how the group worked.</p> <p>Ask the groups to design their experiment. Give 10 minutes' discussion time. Support their independent work, if necessary, by providing a prompt sheet identifying the main elements they need to agree. Ensure that everyone has the opportunity to contribute.</p> <p>Stop after 10 minutes and ask observers to report back on their group's decisions, e.g. ask: <i>Did anyone have a good idea?</i> Challenge misconceptions and retain the focus on the task. Give groups the opportunity to review their plans and any new ideas in the light of the different ideas.</p>	<p>Listen for key vocabulary: <i>ramp, distance, surface, test, car, vehicle, surface, friction.</i></p> <p>Monitor for groups' use of the language of organisation – <i>first, then, before</i> – particularly as the discussion continues.</p> <p>Listen for the organisation of ideas to aid the listener, e.g. <i>Abby had a good idea about how we could make sure the ramp was fixed and the height didn't change.</i></p> <p>Listen for specific ideas about how best to carry out the experiment.</p>
<p><b>Part 2 (20–30 minutes depending on the number of surfaces tested)</b></p> <p>Groups undertake the experiment, using the different materials as surfaces. They should note their results.</p> <p>Monitor the groups, prompting them to keep focused on what they are trying to find out, i.e. <i>Which material did the vehicle travel furthest on? Why do you think it happened like that? Did anything unexpected happen when you tried the car on the carpet?</i></p>	<p>Look for the language of negotiation as the groups organise their work, e.g. <i>If you get the..., Then...</i></p> <p>Look for examples of collaborative working as children carry out the tasks they have been allocated.</p> <p>Listen for increasingly precise vocabulary used to describe the experiment and record results, e.g. <i>The car travelled 40 cm on the carpet</i>, and for the use and understanding of scientific vocabulary, e.g. <i>We can't change the ramp now otherwise it won't be a fair test.</i></p> <p>Listen for the tentative use of comparisons, e.g. <i>longer, bumpier, smoother.</i></p>

Teaching sequence	Language features
<p><b>Part 3 (15 minutes)</b></p> <p>Explain that the group are to discuss their results and think about what these tell them about the effect of different surfaces. They are then to prepare an 'envoy', to explain what they did and their findings to another group.</p> <p>Allow groups time to agree an account of what happened and prepare an information sheet, e.g. of results, to support the envoy.</p>	<p>Check all contributions to group discussion.</p> <p>Monitor whether they can reach agreement on who is to be envoy, e.g. <i>I think Luke should be the envoy because he is good at explaining things. Shall we vote...?</i></p> <p>Listen for children rehearsing the envoy's feedback, e.g. <i>You should tell them that we did the experiment five times, each time with a different material as a surface for the car to run on. We proved that...</i></p> <p>Expect comparatives and superlatives, e.g. <i>furthest, roughest, smoother, bumpier.</i></p>
<p><b>Part 4 (20 minutes)</b></p> <p>Allow envoys to move to a new group and present their findings. The group should ask questions and discuss how their experiment differed.</p> <p>Bring the class together for a final plenary. Ask children what they found out through the experiment. Question to challenge misconceptions, e.g. whether it was the car or the surfaces which influenced how far the vehicle travelled.</p> <p>Discuss with them how they worked in their groups. Ask: <i>What different jobs did you do when you were talking in your groups? What sort of problems did you have to sort out? Was it different when you listened to the envoy explaining their group's experiment?</i> Help them to see the significance of the different tasks and how talk helped carry them out.</p>	<p>Monitor envoys' explanations and reports, encouraging them to use the notes and suggestions given to them by their home group.</p> <p>Listen for questions which focus on scientific method or results, e.g. <i>How did you make sure that the cars came down the ramp at the same speed?</i></p> <p>Reinforce the language of comparison, e.g. <i>We were surprised too that the car ran further on the table than on the carpet.</i></p> <p>In the plenary, listen for uncertain explanations or confusions to address.</p>



## Year 2 term 3 Speaking

### Objective 21: to use language and gesture to support the use of models/diagrams/displays when explaining

e.g. showing how something works, combining language and gesture.

#### How does it work?

**Overview:** Children work in groups to explain how a model works. They:

- listen to and comment on the teacher's explanation;
- prepare and practise an explanation of their own models;
- share and evaluate each other's explanations;
- reflect on what they have learned about speaking in this context.

**Language features:** Children learn how to use language to explain, pointing and using *this, that, those*, appropriately, taking account of what the audience can see.

**Previous experience:** Build on Year 2 work on explaining processes and presenting information.

**Resources:** Groups will need to have made working models.

**Curriculum link:** Design and technology scheme of work for Key Stages 1 and 2, Unit 2A, 'Vehicles'.

Teaching sequence	Language features
<p><b>Part 1 (20 minutes)</b></p> <p>Choose a model related to current work in design and technology. Tell the children that you are going to explain what it does and how it works, and that you want them to tell you how clear your explanation was. During the explanation, make some 'deliberate mistakes', e.g. getting things out of order, failing to make important points clear, and use gesture and pointing ineptly.</p> <p>Give talk partners a couple of minutes to identify one positive and one negative point about the explanation. Then share comments as a class. Prompt children to focus on how you used language and on relevant features and issues. <i>What about when I pointed? What helped you understand how the machine worked? What didn't you understand? What do you think the problem was?</i></p> <p>Draw on this discussion to compile an 'It helps if you...' list, including such factors as order, pointing, using the words <i>this</i> and <i>that</i>, explaining unfamiliar words, and checking that listeners are focused.</p>	<p>Look for evidence that children have listened carefully not just to what you said but also to how you said it.</p> <p>Listen for contributions that show children are identifying language and other features that affect the clarity of this kind of explanation, e.g. <i>What is an axle? You didn't say anything about the... You started by describing the wheels, but then we didn't know what kind of vehicle it was. It helped when you pointed to the different parts. We didn't know what bit to look at when you turned the handle.</i></p>
<p><b>Part 2 (20 minutes)</b></p> <p>Organise the class into small groups or pairs, and ask the children to plan and prepare a short talk in which they explain to younger children how a model they have made works. Prompt them to bear in mind the issues and features identified in the previous session.</p> <p>When they are ready, ask them to practise their talk.</p>	<p>Monitor groups, looking for evidence that children are considering relevant issues and evaluating their talk as they try out possibilities – the oral equivalent of drafting and redrafting, e.g. <i>That's good but maybe we should start by... You need to point when you say that. It would help if you turned it the other way round. Do you think they'll know what a cog wheel is? Maybe we need to give more detail about...</i></p>

Teaching sequence	Language features
<p><b>Part 3 (30 minutes)</b></p> <p>Pair up the groups, and ask each to present their talk to the other. Tell the listening group that they need to be ready to tell the explaining group what was good and not so good about their talk, and to suggest ways in which they might improve it.</p> <p>Arrange for the class to present their talks to the intended audience of younger children.</p>	<p>Monitor groups as they present and comment on explanations.</p> <p>For the explaining group, listen for explanations that show understanding of language features discussed earlier, for example:</p> <ul style="list-style-type: none"> <li>• clear, helpful ordering of information, e.g. by starting with an introduction or overview: <i>This is a model of a windmill. Windmills were used for... We're going to tell you how they worked;</i></li> <li>• close reference to the object, by pointing and use of pronouns <i>this, that, these, those</i>: <i>These are the axles. They are attached to the frame by... Here is the...;</i></li> <li>• explanation of important parts and processes, taking account of the audience's needs: <i>When this little cog wheel goes round once, the big rubber wheel goes round twice;</i></li> <li>• strategies for directing and checking listeners' attention: <i>If you look at this part, you can see... Can you all see that?</i></li> </ul> <p>For the evaluating group, listen for comments related to issues as above and to knowledge of the more general features of effective speaking, e.g. <i>audibility, clarity, pace, emphasis</i>.</p>
<p><b>Part 4 Reflect (10 minutes)</b></p> <p>Draw the class together. Display and recap the list compiled at the start of the sequence. Prompt children to add ideas and comments about how to use language when talking about a model. <i>Have you learned anything else about this kind of speaking? Do you want to change any of the ideas we listed at the beginning? What do you think is the most important thing to remember? What is special about this kind of talk?</i></p>	<p>Listen for comments that indicate developing understanding of talk in this context and of what makes it effective, e.g. <i>You have to remember that people are looking at what you are talking about. So there are some things you don't have to tell them. Pointing at the model makes it more clear – and more interesting.</i></p>

## Year 3 term 2 Listening

### Objective 30: to identify the presentational features used to communicate the main points in a broadcast

e.g. identifying main sections of a video and how these are signalled through voice-over, music and graphics.

#### Watch and listen

**Overview:** Children watch and listen to factual television programmes. They:

- identify and discuss presentational features;
- evaluate the broadcast;
- reflect on the special features of listening in this context.

**Language features:** Children learn to identify presentational techniques such as voice-over, graphics, music and pictures and evaluate their impact.

**Previous experience:** Earlier Year 3 work on identifying key sections of an informative broadcast and noting how changes of focus are signalled.

**Resources:** Recordings of short extracts from children's television, e.g. news documentary, advert, magazine programme, which use a variety of presentational techniques, e.g. voice-over, music, graphics, pictures; one longer extract from the range above.

**Curriculum link:** Geography scheme of work for Key Stages 1 and 2, Unit 7, 'Weather around the world'.

Teaching sequence	Language features
<p><b>Part 1 (15 minutes)</b></p> <p>Watch a recording of the opening sequence of two extracts from children's broadcasts. Set up the focus on presentational features prior to viewing the extracts, by asking the children to consider some questions as they watch: <i>How do you know what the programme will be about? Who do you think this programme is aimed at? What type of programme do you think this is? How do you know?</i></p> <p>After each extract ask talk partners to share their ideas before moving on to discuss as a whole class. Prompt discussion of the features that helped the children to identify the target audience and the content. Introduce relevant terminology: <i>title, presenter, music, voice-over, caption, cartoon animation, bullet points, sound effects, photographs, stills...</i></p> <p>List the features identified.</p>	<p>Encourage discussion of the different features and how they helped to identify audience and content:</p> <p><i>You could tell it was news because of the kind of music at the start. The music sounds spooky. That presenter is always on news programmes. The cartoon made me think it was for children. The title told me it was about animals.</i></p> <p>Support contributions making a connection between a feature and its purpose.</p>
<p><b>Part 2 (20 minutes)</b></p> <p>Choose a section from a longer broadcast that makes use of a number of different presentational features. Focus on the purpose of the features. Ask the children, in small groups, to identify three or four of the presentational features used and to consider the purpose of each feature. Share ideas with the whole class. Prompt for a range of features and their impact on the viewer (maps, captions, graphs, charts, presenter, interviewer, stills, animation). Add to the list started earlier and include purpose: <i>Why do you think the music is played at that point? I wonder why the map is used there? How did the voice-over help you? Was it a good idea to use different presenters?</i></p> <p>If appropriate, rerun parts of the recording so that children can check or reconsider their ideas.</p> <p>Support children in identifying the features and in developing understanding about their purpose.</p>	<p>Prompt comments linking effects and meaning:</p> <p><i>The slow music made the animal seem sad and I felt sorry for him. The map helped me to see which country the zebra came from. The words running along the bottom made the news seem faster – it was like when the football results come in. I liked the way the music changed when the cartoon came on. It was fast like the cartoon and made it funnier. I thought it was interesting when he said 'erupted' and the music got louder and the picture of the volcano changed.</i></p>



Teaching sequence	Language features
<p><b>Part 3 Reflect (10 minutes)</b></p> <p>Look back at the sequences viewed at the start of the session. Ask children to reflect on what they have learned about the different presentational features and how these combine with words to communicate meaning, e.g. <i>Which features did you think worked best? Did different types of broadcast use different features? Did all the programmes need graphics? Why would animation not be useful in this programme? Do some features help you to remember information? Why?</i> Give talk partners a few minutes to compare and contrast the programmes and features seen and to consider these questions, then share ideas as a class.</p>	<p>Encourage contributions comparing and contrasting the extracts seen. For example, <i>The first programme was easier to follow because each part had a title. Cartoons might not work on the news programme because it's about something real that's happened today.</i></p> <p>Listen for contributions that show children can identify presentational features, understand their purposes and respond to their effects, e.g. <i>The cartoon characters were fun – and they made it easy to understand about recycling. I think they didn't have any film of the rescue but the interview with the firefighter told what happened and what it was like to be there. The presenter links it all together. She's very friendly and you feel like she's talking only to you.</i></p> <p>Look for evidence that children can identify presentational features and use appropriate language to evaluate their effectiveness and impact. <i>The voice-over linked all the different bits so you understood how they fitted together. The titles were helpful – they worked like headings in a book. It was difficult when you had to listen and look at something complicated like a graph at the same time.</i></p>



## Year 3 term 2 Drama

**Objective 32: to identify and discuss qualities of others' performances, including gesture, action, costume**

e.g. responding to a live or recorded performance by selecting dramatic features for comment.

### Acting it out

**Overview:** Children work in groups to develop and present a performance of a scene from a story.

They:

- investigate the impact of using props, gesture and dialogue;
- prepare and rehearse a scene, then present it to the class;
- make critical comments, both positive and negative, on others' performances.

**Language features:** Children learn to talk about the use of gesture, action and props in a performance and how to comment critically and supportively on these in the performances of others.

**Previous experience:** Build on earlier Year 3 work on engaging the interest of an audience and on Year 2 work on presenting stories and elements that create mood and atmosphere in performances.

**Resources:** Simple props appropriate to the story being performed.

Teaching sequence	Language features
<p><b>Part 1 (20 minutes)</b></p> <p>Prepare for this session by choosing a familiar story that includes a variety of different roles, emotions and encounters. This could come from any area of the curriculum, e.g. religious education.</p> <p>Select one scene. Group the children in fours. Give each group a different technique to focus on in their development of the scene. For example, have half the class use props and gesture, the remainder use dialogue.</p> <p>Draw attention to and demonstrate the different ways of using the voice to convey emotion, and to the different impact of use of gesture and props, e.g. by changes of pace, emphasis, tone of voice, and through non-verbal means such as facial expression and gesture.</p>	<p>Listen/look for 'performances' that convey the appropriate emotions. In dialogue look for evidence that children can use their voices to create particular effects. Encourage contributions describing the impact of particular gestures, the relevance of a prop or the feelings conveyed by voice: <i>She was wringing her hands to show that she was worried. His face told us that he was very upset. You could tell she liked the cat because of how she was holding it. Her voice showed that she was determined.</i></p>
<p><b>Part 2 (10 minutes)</b></p> <p>Watch all the performances using props and gesture, followed by those using dialogue only.</p> <p>Prompt children to comment on their own and each other's performances. <i>What difference did the props make? What was hardest to dramatise? What did the gestures tell us about how the characters were feeling? What does your face do when you are happy/sad/angry? What would you do with your hands? Draw out the idea that using the voice to convey a character's feelings is important when performing.</i></p> <p>Model giving critical and supportive feedback. <i>I liked the way you... I wonder if you have thought of... I'm not sure the prop was helpful there... Sometimes people forgot to stay in role. What advice can we give them?</i></p>	<p>Encourage contributions that help children to develop their performances: <i>I thought X showed how she was feeling. We could use our faces more in our group.</i></p>

Teaching sequence	Language features
<p><b>Part 3 (30 minutes)</b></p> <p>Ask groups to choose a short scene from the story to perform for the rest of the class. Give them time for planning and rehearsal. Explain that you want them to improvise using dialogue, gesture and props to dramatise the scene.</p>	<p>Monitor groups. Look for evidence that children are trying out and discussing the effectiveness of the techniques discussed earlier. For example: <i>Maybe you should walk away from her then. You could show you were surprised by... She doesn't have anything to say – but you still have to use your face and your body to show how you feel. Is that what X would say then?</i></p>
<p><b>Part 4 (60 minutes or several shorter sessions – 3 x 20 minutes)</b></p> <p>Organise groups to present their performances. After each performance, ask the audience to comment, identifying good points and one or two things that could be improved. Prompt children to focus on specific issues and techniques, e.g. voices, facial expression, gesture and props.</p>	<p>Look for performances that show children are trying to use the range of techniques discussed earlier.</p> <p>Encourage evaluative comments focused on how these techniques are being used and how effective they are, e.g. <i>I liked the way you used your voices. It made me jump when you shouted – and you looked angry too. X's face showed how happy he was. The prop was too big – it got in the way.</i></p>
<p><b>Part 5 (10 minutes)</b></p> <p>When all the scenes have been presented, prompt the class to reflect on the evaluative discussion in Part 4. <i>What positive comments were most useful? How did you feel when someone said there was a problem with your performance? What do you think is the best way of making a negative comment?</i></p>	<p>Listen for contributions that show understanding of ways of making evaluative comments, both positive and negative, and of their effect on those who receive them, e.g. <i>Sometimes you don't know why it was good, so it's useful when people say exactly what they liked. It helps when they say what was good before what was bad. And when they say how you could make it better.</i></p>



## Year 3 term 3 Group discussion and interaction

**Objective 35: to use the language of possibility to investigate and reflect on feelings, behaviour or relationships**

e.g. investigating and reflecting on the interactions between characters when reading a story.

### Plot detectives

**Overview:** Children discuss different scenarios for an ending to a novel they have been reading, *The Battle of Bubble and Squeak* by Philippa Pearce, and decide which is the most plausible.

They:

- discuss how to talk about things which might happen;
- work in groups to talk about different endings;
- appoint a spokesperson to report on their discussion.

**Language features:** Children learn how to develop predictions and express different types of possibility.

**Previous experience:** The class will need to have read or listened up to the end of chapter 8 of the novel.

**Resources:** *The Battle of Bubble and Squeak*; a variety of scenarios of possible endings for the novel, based on ideas or clues in the text with prompting questions for the groups to consider.

**Curriculum link:** NLS Year 3, term 3, text objective 5.

Teaching sequence	Language features
<p><b>Part 1 Introduction (15 minutes)</b></p> <p>Explain that we use different language to talk about things which might happen, rather than what we are sure about. Ask: <i>What did you do this morning before school?</i> Take responses. Then ask: <i>What might you do tonight, after school?</i> Prompt them (e.g. <i>Are you sure? Is that definite?</i>) to generate vocabulary use which expresses possibility. Highlight and note this language.</p>	<p>Listen for the language which indicates possibility, e.g. <i>if, may, might, could, perhaps, sometimes.</i></p>
<p><b>Part 2 (20 minutes)</b></p> <p>Introduce the idea of children being ‘plot detectives’ to predict the ending of <i>The Battle of Bubble and Squeak</i>. Point out they will have to use the language of possibility to talk about endings.</p> <p>Recap the story so far. At the end of chapter 8, the gerbils seem relatively safe and settled into their home. But chapter 9 begins ‘So suddenly does disaster strike’. Explain that children will be working in groups to discuss what this ‘disaster’ might be.</p> <p>Model for the children one possible scenario, e.g. Bill Sparrow has decided to buy his family some white mice. Remind them that Bill had mentioned mice at several points in the story so it is a possible ending. Ask children to speculate in pairs:</p> <ul style="list-style-type: none"> <li>• <i>How would his family feel if he had bought mice? What would Mrs Sparrow feel?</i></li> <li>• <i>Would there be any effect on the gerbils?</i></li> <li>• <i>If this happened how might the story end?</i></li> </ul> <p>Take feedback. Then ask children whether this could be described as a disaster. Establish that buying mice is hardly a disaster, so a more convincing ending is likely.</p>	<p>Monitor discussion in pairs to ensure that children explore a variety of possibilities and don’t simply decide on a ‘right’ answer.</p> <p>Expect extended answers which use constructions indicating possibility, e.g. <i>Well Mr Sparrow might buy mice, but if he did I think he would just make his wife angry.</i></p> <p>Look for answers which reflect on the degree of plausibility and use the text to back up the idea. Look for an understanding that ‘disaster’ is heightened language and implies something more serious than the scenarios you have developed.</p>

Teaching sequence	Language features
<p><b>Part 3 (20 minutes)</b></p> <p>Put children into four groups. Give each group a prediction/ending to work on, e.g. <i>Mrs Sparrow might give the gerbils away; the original owner of the gerbils might return; the gerbils are attacked by a cat; Peggy decides to set the gerbils free.</i></p> <p>Ask groups to talk about how likely their ending might be, using the clues from the story so far. Give each group a set of prompts to aid discussion, adapted if necessary to the specific scenario.</p> <ul style="list-style-type: none"> <li>• <i>How might this (scenario) happen?</i></li> <li>• <i>Would any member of the family be pleased if this happened?</i></li> <li>• <i>What would happen next?</i></li> <li>• <i>How would Sid and Amy react?</i></li> <li>• <i>How might the story end?</i></li> <li>• <i>Could this ending be classed as a disaster?</i></li> </ul> <p>Give 15 minutes for the group activity.</p> <p>Ask groups to appoint two spokespeople to report their discussion to the rest of the class. Give time for the rest of the group to prepare feedback, using the prompts as a guide.</p>	<p>Check children can work in groups, e.g. organising themselves to take turns.</p> <p>Ensure they can appoint a spokesperson.</p> <p>Listen for children developing various possible narratives, using conditionals, e.g. <i>would, could, if..., then...,</i> and constructions which signal tentativeness, e.g. <i>perhaps, might,</i> in contrast with the more definite language used to talk about the events which have already occurred in the text.</p>
<p><b>Part 4 (20 minutes with additional time to complete the reading of the novel)</b></p> <p>Take feedback from the spokespeople. Prompt them to introduce their group scenario or prediction, and to explain how this outcome might affect different characters.</p> <p>Lead the whole-class discussion on the plausibility of the different scenarios and whether they would be an effective ending to the story. Remind them of the word 'disaster' and highlight the significance of the title, <i>The Battle of Bubble and Squeak</i>. Establish that the most plausible ending would involve Bubble and Squeak in some sort of struggle for survival.</p> <p>Agree a preferred ending which seems to involve both a disaster and a battle.</p> <p>Recap the sort of language used to talk about possibilities. Discuss how the prompts help this (they are conditional constructions). Reinforce that this isn't a recount; they have been learning how to talk about what might happen, based on some of the clues in the text.</p> <p>Complete the reading of the text, linking what is read to the scenarios discussed.</p>	<p>Listen for and highlight the language of possibility, linked to plausible consequences.</p> <p>Listen for deepening understanding of the significance of this key vocabulary: <i>disaster, battle</i>.</p> <p>Expect children to reflect on their use of conditional forms and other constructions which signal that outcomes are unknown, unclear, predicted or simply in the future. Point out as you complete the text that the way you talk about the events changes as you learn what happens.</p>



## Year 4 term 1 Speaking

### Objective 37: to use and reflect on some ground rules for dialogue

e.g. making structured, extended contributions, speaking audibly, making meaning explicit and listening actively.

#### **Celts and Romans**

**Overview:** Children discuss the relative importance of different ground rules for dialogue, before applying them to their own group discussions. They:

- rehearse in groups what they know about some aspect of the life of the Celts;
- discuss Celtic life in a new group, as though they were Romans finding out about Britain before an invasion;
- give advice to the 'Roman Emperor' as to whether Britain was worth invading;
- reflect on how well they applied the ground rules for dialogue in their group discussions.

**Language features:** Children learn to make more extensive contributions to group discussion, adding detail and examples, and to listen more effectively to each other, building on others' ideas. They also begin to adopt the language of role.

**Previous experience:** During Year 3 children have explained processes, developed and sustained conversations. They have done independent research on different aspects of Celtic civilisation.

**Resources:** A simple checklist for observers; textbooks and source material; an artefact, e.g. material to suggest a cloak (not essential); A set of ground rules for each group to order:

#### What are the ground rules for dialogue?

- Making eye contact with the speaker
- Everybody having a turn in speaking
- One person speaking at a time
- Always agreeing with other people
- Speaking in a clear voice
- Using good vocabulary
- Being clear about what you mean
- Responding to the other speaker
- Making a longer contribution than just one or two words
- Using facial expressions and gestures

**Curriculum link:** History scheme of work for Key Stages 1 and 2, Unit 6A, 'Why have people invaded and settled in Britain in the past?'

Teaching sequence	Language features
<p><b>Part 1 (20 minutes)</b></p> <p>Discuss the sorts of behaviours which support a group discussion or dialogue.</p> <p>Introduce the ground rules for dialogue. Explain that these are rules which (mostly) describe effective ways of speaking and listening in groups. Working in groups, ask them to order the 'rules' by importance or relevance, e.g. using a 'power triangle'. Allow 10 minutes.</p> <p>Discuss the rules with the class. Ask: <i>Which came at the top of your triangle?</i> Highlight some rules, e.g. 'making extended contributions' and 'responding to what others say' as being more important than others, e.g. 'speaking in a loud voice'.</p>	<p>Listen for contributions which indicate an understanding of dialogue as being different from one or more people 'presenting' ideas to the rest and from short questions and answers.</p> <p>Listen for groups discussing the meaning of the statements, giving concrete examples and debating their order in the triangle.</p> <p>Listen for reasoning and opinion backed up by example.</p>

Teaching sequence	Language features
<p><b>Part 2 (15 minutes, group discussion, additional time if necessary to find out more about the topic)</b></p> <p>Remind the class of their work in history about the Romans. Explain that they are going to investigate and discuss the impact of Roman invasions on native people, in this case the Celts.</p> <p>Place the class into 'home' groups of five or six, based on specific topics of research, e.g. Celtic farming/housing/jewellery and clothing/warfare/religion. They are to agree three important points or facts about their topic, e.g. <i>Agree one aspect of Celtic life which is better/worse/the same as today.</i> Remind them of the most important of the ground rules for dialogue as they share their findings.</p> <p>Attach an observer to each group to make notes on the spoken interactions.</p>	<p>Listen for examples of historical terms specific to the period, e.g. <i>torc, druid, sacrifice</i>, used appropriately and explained where necessary.</p> <p>Listen for productive talk behaviours, e.g. children working together to formulate and extend ideas, one child providing examples to support another child's ideas, rephrasing of points, questioning.</p> <p>Look for examples of groups fulfilling some of the ground rules.</p>
<p><b>Part 3 (15 minutes)</b></p> <p>Ask the observers to feed back about the talk in groups. Could they identify examples of the use of the ground rules for dialogue? Ask individual children if they spoke for longer, listened more carefully or were able to support one another. Ask: <i>What helped you talk more effectively in your groups?</i></p>	<p>Expect observers to report back constructively, using examples as their evidence.</p> <p>Look for a growing understanding of the meaning of the ground rules for dialogue and their importance in making group work function successfully.</p>
<p><b>Part 4 (30–40 minutes)</b></p> <p>Reorganise the class into new 'expert' groups of five, each new group including one from each home group. Appoint any additional children as observers to focus on how effectively the groups talk, e.g. <i>Did individuals speak for longer, listen carefully, build on each other's ideas, and so on?</i></p> <p>Briefly place the class into role as Romans who have been sent on a fact-finding mission to Britain. Their information will be used to work out the advantages and disadvantages of invading Britain. Allow 15 minutes for the group discussion. Ask them to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What kind of people are the Celts? What is their culture or way of life like?</li> <li>• How do they dress and are there riches in the country?</li> <li>• Would it be easy to conquer the Celts in battle?</li> <li>• Would we Romans be able to live comfortably in the houses and farms of the Celts? Do they have enough to eat?</li> <li>• Do they have a religion? Are the religious leaders powerful?</li> </ul>	<p>Listen for the language of reasoning: <i>I think, because, if, so, then, but.</i></p> <p>Listen for questions to clarify: <i>What if...? Why?</i></p> <p>Look for examples of children using language to signal a modification in their ideas, e.g. <i>maybe, perhaps.</i></p> <p>Expect to see examples of extended turns with children contributing detail, specific illustration, supporting evidence. Monitor to ensure that disagreement is handled appropriately.</p>
<p><b>Part 5 (20 minutes)</b></p> <p>Adopt a simple role, e.g. as the Emperor or other commanding figure, by speaking more formally or donning an artefact like a cloak to represent your authority. Say: <i>I'm thinking of ordering an invasion, what can you tell me about Britain?</i> Give time for group discussion then take ideas from the class, ensuring each group contributes. Then ask: <i>Would there be any difficulties with invading Britain?</i> Again give discussion time, then take ideas. Ask finally: <i>Would you advise me to go ahead with the invasion?</i> Take suggestions, having given groups the opportunity to prepare a formal piece of advice about the invasion.</p> <p>Recap on the importance of the ground rules for dialogue.</p>	<p>Expect contributions to be historically appropriate, recognising that the well-established agriculture, skills like metalworking and the bravery of the people made the Celts a prize for the Romans. Difficulties would include the climate, the power of the druids and the likely resistance to change.</p> <p>Listen for children making extended contributions, e.g. supporting their points with historically accurate examples. Expect contributions from other 'experts' to reinforce speakers' ideas and questioning or requests for clarification.</p> <p>Listen for children speaking in role, e.g. recognising the deference due to the Emperor.</p> <p>Prompt children to reflect on what they have learned about talk and through talk.</p>

## Year 4 term 1 Group discussion and interaction



**Objective 39: to take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor**

e.g. sustaining different roles when carrying out a decision-making task.

### *Designing a pantomime set*

**Overview:** The children discuss in groups, taking different roles, in order to plan the staging of a pantomime.

They:

- observe a group modelling different roles within a group discussion;
- work in groups to discuss ideas about different pantomime scenes;
- report back on their ideas;
- reflect on how the different roles contributed to the success of the group.

**Language features:** Children learn how to use the language associated with various group roles. They practise summarising their ideas, reaching agreement and presenting ideas to an audience, ensuring their ideas are understandable to someone outside the group.

**Previous experience:** In Year 3, children have used talk to organise roles for themselves as they work in groups.

**Resources:** A script for the pantomime, a planning sheet which includes a sketch of the stage with fixed items marked, an activity for the demonstration group to work on.

Teaching sequence	Language features
<p><b>Part 1 (20 minutes)</b></p> <p>Remind the class of their previous experience of working in different roles in groups. Clarify the main tasks of roles: chair, scribe, reporter, mentor and the language demands these roles make.</p> <p>Allocate a topic and specific roles to children and ask them to demonstrate a group discussion to the class. The topic should relate to the one that the whole class will discuss later, e.g. to agree a material for the costume of a pantomime cow.</p> <p>Encourage feedback on how the demonstration group fulfilled their roles and completed their task. Ask, for example: <i>What did the chair do? How did the mentor talk to others?</i></p> <p>Reinforce observations which highlight successful group work.</p>	<p>Throughout the unit look for children using the language of their roles:</p> <ul style="list-style-type: none"> <li>• chair – language to introduce, organise, prompt, and summarise;</li> <li>• scribe – language to summarise and check, for example, the accuracy of their notes;</li> <li>• reporter – language to summarise, present, clarify and follow up, for example, questions from others;</li> <li>• mentor – language to prompt, rephrase, question, clarify.</li> </ul> <p>Listen for contributions which focus on particular roles, how the child taking that role helped the group complete its task, and on the language used, e.g. <i>I noticed when the mentor reminded the chair that not everyone had had the chance to give their ideas.</i></p>



Teaching sequence	Language features
<p><b>Part 2 (30 minutes)</b></p> <p>Give each group a scene from the pantomime and ask them to make recommendations about its staging. Allocate roles, or allow children to decide for themselves, depending on their experience. Support their discussion with resources, e.g. an outline of the stage, a copy of the script. Allow 10 minutes for the discussion.</p> <p>Explain that reporters will feed back on their group's ideas and decisions. Give the groups another 5 minutes to help the reporter prepare to feed back. Remind them to use the scribe's notes.</p> <p>Take reporters and scribes from one or two groups to report back to the class. Take brief additional comments from other reporters about the decisions made in their groups. Summarise the children's ideas about how the pantomime scenes should be staged.</p>	<p>Check that groups are able to function effectively and that everyone contributes.</p> <p>Listen for children beginning to use the language associated with their role, e.g. the chair asking whether an idea had been agreed, the scribe checking the wording for his/her notes.</p> <p>Listen for all children contributing ideas to the discussion.</p> <p>Listen for groups reaching an agreement on what should be reported back, e.g. <i>So we've decided that we can't have a piano on stage as it would be too heavy to move on and off.</i></p> <p>Listen for reporters summarising ideas, recognising significant contributions, noting difficulties and answering questions.</p>
<p><b>Part 3 (30 minutes)</b></p> <p>Reorganise the class into role groups of children who have been chairs, scribes, etc. Use those who had no specific role in the previous activity to act as chair, scribe, etc. in the new groups, to organise and record the discussions.</p> <p>Ask these new groups to reflect on the previous activity. Provide them with prompts, e.g. <i>Were you pleased with the way you worked as (chair)? Why? Were any parts of your role difficult?</i></p> <p>Encourage them to discuss how they contributed to the success of the group and the language they used in their role.</p> <p>As a plenary, take feedback from groups about their roles, the language used and how their role contributed to the success of the group discussion. Prompt for extended answers with further questions.</p>	<p>Check that children who have taken on organising or reporting roles are able to use the language associated with the role.</p> <p>Listen for the language of reflection, e.g. <i>The hardest part of being chair is not butting in with your own ideas all the time!</i></p> <p>Look for children who are able to extend their answers and give detail about how they worked in the group role.</p> <p>Ensure that those who have just worked in particular roles in the last activity also have the chance to reflect on what they have done.</p>



## Year 4 term 2 Listening and drama

### Objective 42: to listen to a speaker, make notes on the talk and use the notes to develop a role-play

e.g. listening to an expert explaining their job, using notes as a basis for improvisation.

### to develop scripts based on improvisation

e.g. filling out brief notes, expanding on key words as the basis for script writing.

#### What did they say?

**Overview:** Children:

- listen to and make notes on a talk;
- comment on the main features of the talk;
- work in groups to develop, present and comment on role-plays based on the talk;
- reflect on strategies for listening and on role-play.

**Language features:** Children learn to listen for main events, to note selectively, paying attention to dramatic potential in speaker's talk, and how to develop a role-play based on information presented.

**Previous experience:** Build on Year 3 work on identifying main points and presenting events and characters through dialogue, and on earlier Year 4 work on commenting on plays and performances.

**Resources:** An effective speaker, e.g. firefighter or football coach; whiteboards or note books; tape recorder.

**Curriculum link:** NLS Year 4, term 2, text objectives 21 and 22.

Teaching sequence	Language features
<p><b>Part 1 (40 minutes)</b></p> <p>Organise a speaker to give a short talk about a subject which involves people in different roles and has some potential for tension or conflict, e.g. firefighters, retail work (customers, assistants, managers).</p> <p>Tell children that you want them to listen and make notes, focusing on the people referred to in the talk, their different roles, how they interact and how they might come into conflict or tense situations. Before the speaker comes in support the children in predicting/rehearsing likely scenarios, language structures or events encountered by the speaker. Discuss the likely content of their notes. <i>What incidents would you expect the firefighter to be involved in? What topics will you note? What will you be listening for?</i> Explain that they will be going on to develop a role-play based on this. If possible, record the talk.</p> <p>After the talk, ask children to share items from their notes. Record key points and significant details related to the way the speaker talked about roles, responsibilities, relationships and situations.</p>	<p>Support contributions developing an understanding of listening for main events with dramatic potential, capturing exchanges between those involved in the role outlined by the speaker. <i>We could note the rescues made by the firefighter and who was rescued. We could listen for the special words used for equipment. We could listen for what the shopkeeper says to customers when they bring shopping back. I could write down how the guard feels when he starts work very early in the morning.</i></p> <p>Look for evidence that children have listened attentively and can identify relevant points, e.g. <i>I get the idea that there is not just one kind of customer.</i></p> <p>Behaviour – <i>She said it was hard to be polite when the customer was being rude. You'd have to hide your real feelings.</i></p> <p>Interaction – <i>She said that lots of people asked for directions or help at the same time and it was difficult to help them stay calm and sort out the problems.</i></p>
<p><b>Part 2 (20 minutes)</b></p> <p>Ask children to draw on their notes to share ideas about the talk, focusing on what the speaker said about people involved and the potential for tension and conflict between them. <i>What people are involved in this situation? What might they disagree about? What kind of incidents might cause tension or be interesting for others?</i> Prompt children to consider how the speaker felt about the situations discussed and about his/her role.</p>	<p>Encourage children to develop an understanding of the potential for drama in the situations described in the talk. For example: <i>When the train's late people can feel angry.</i></p> <p>Also look for evidence that children have identified meanings implicit in the talk, e.g. from tone of voice and little anecdotes: <i>He didn't say so, but you can tell he doesn't like it when the customers complain. He thought there were some good ways of dealing with complaints and some bad ways.</i></p>

Teaching sequence	Language features
<p><b>Part 3 (20 minutes)</b></p> <p>Organise the class in groups of three or four children. Explain that they are now going to develop and present a short role-play based on the people and situations described in the talk. Prompt them to consider these questions:</p> <p><i>Who will be involved? What will their roles be and how will they interact? What will happen?</i> Explain that you want a brief incident, not a whole story.</p> <p>Give groups time to develop their role-plays.</p>	<p>Support groups to develop language that:</p> <ul style="list-style-type: none"> <li>• draws on the talk, e.g. <i>He said that people sometimes got angry because they're not allowed to go near the fire. So one character could...</i></li> <li>• reveals what participants might say and how they would behave, e.g. <i>You can't say that if you're a shopkeeper. You've got to be polite all the time even if you don't feel it!</i></li> </ul>
<p><b>Part 4 (30 minutes)</b></p> <p>Organise groups to present their role-plays. Watch three or four at a time then invite others to comment before watching the remaining role-plays. Prompt and focus their responses with questions such as: <i>What information from the talk has been used? Which ideas have you developed from your notes?</i></p>	<p>For the audience/commentators, listen for comments focused on:</p> <ul style="list-style-type: none"> <li>• recall of information in the talk, e.g. <i>I know where you got that idea from – when he said that some customers... You remembered to call him 'sir';</i></li> <li>• understanding of what makes a convincing role-play, e.g. <i>That's just how they would talk to each other. I liked the way the assistant started talking differently when the manager arrived.</i></li> </ul> <p>For the performers, look for evidence that they are using role-play to develop their understanding of the situations and relationships described in the talk.</p>
<p><b>Part 5 Reflect (10 minutes)</b></p> <p>Prompt children to reflect on what they have learned about developing a role-play based on listening to a talk.</p>	<p>Listen for contributions that show children have been able to draw out the language clues relating to the ways people interact in situations of potential conflict or tension, and understand how to use this to develop a role-play. For example: <i>We got our idea for the drama from what she said about being a good manager. We thought about what might have happened if they had not mended the machine and we put that into our role-play.</i></p>

## Year 5 term 1 Listening

### Objective 49: to identify some aspects of talk which vary between formal and informal occasions

e.g. contrasting excerpts from a national news broadcast and children's TV.

#### Talk detectives

**Overview:** Children work as a class in groups to investigate formal and informal talk. They:

- identify a range of greetings;
- listen to samples of formal and informal talk;
- develop formal and informal conversations;
- present and comment on each other's work.

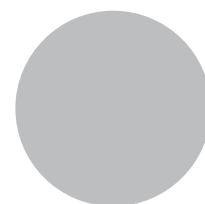
**Language features:** Children learn about how to make choices between formal and informal talk according to context and purpose.

**Previous experience:** Build on Year 4 work on how talk varies and investigation of talk in different contexts.

**Resources:** Recordings of formal speech, e.g. TV or radio news bulletins, speeches, formal interviews, and informal speech, e.g. radio or TV drama, conversation in reality TV programmes, 'chat' between presenters on children's TV.

Teaching sequence	Language features
<p><b>Part 1 (10 minutes)</b></p> <p>Ask children to say how they would greet different people, e.g. a friend, the headteacher, grandparents, a stranger. Record responses, and discuss reasons for the variety of greetings: <i>Why wouldn't you say 'Good morning' to a friend?</i> Draw out the idea that the way we greet people varies depending on the relationship between the speakers and the occasion. Introduce the terms <i>formal</i> and <i>informal</i>, and sort the greetings under these headings. <i>Are any greetings hard to sort? Why? Do we need a 'Both' column?</i></p>	<p>Listen for contributions that indicate awareness that talk does vary and understanding of reasons for this, e.g. <i>I wouldn't say 'Wotcha' to my grandparents. They might not know what it meant. It might seem rude. You can say 'Hello' to almost anybody, at any time.</i></p>
<p><b>Part 2 (40 minutes)</b></p> <p>Listen to samples of formal and informal speech. Prompt children to identify and comment on the distinguishing features of each. Help them to focus this by drawing attention to different aspects, e.g. word choice, sentence structure and how sentences are linked, how participants interact (use of interruptions, non-verbal communication).</p> <p>Prompt children to consider the reasons why talk is different in formal and informal situations: <i>Why does a speech need to be like that? Would you talk like that if you were...? Why not? Why do you think people repeat themselves?</i></p>	<p>Look for evidence that children are listening attentively and can identify characteristic features of formal and informal talk, e.g. <i>In the conversation there were lots of pauses. And people sometimes said the same thing twice. It's hard to see where the sentences are. He kept saying 'Well' and 'You know'.</i></p> <p><i>Even in the interview, when it wasn't written down, she was using good sentences – it was like writing. You might talk like that when you were meeting a relative for the first time.</i></p> <p>Listen for contributions that show understanding of the reasons for these differences, e.g. <i>You hesitate when you're thinking what to say. Yes, and in a speech you'd know that already. When they were talking it was like they were making one long sentence together. It's like he's trying to get the others to listen and join in.</i></p>

Teaching sequence	Language features
<p><b>Part 3 (30 minutes)</b></p> <p>Organise the class into groups to investigate situations where there are likely to be marked differences between formal and informal language, e.g. apologising, disagreeing, asking for help, complaining. Ask them to start by brainstorming, recording and sorting words and phrases, as in Part 1. Encourage children to widen the scope of their investigation by asking members of other groups and adults in the school for suggestions. Explain that the next step is to work together to improvise two short conversations using the words they have collected, one formal, the other informal. Remind them that they will need to decide on the participants in each conversation.</p> <p>Support groups, prompting them to focus on relevant issues and to draw on what they have learned: <i>Is that a word you would use when...? Think about how these people would talk together – remember what we noticed when we listened to the TV drama.</i></p> <p>Monitor groups. Look for evidence that children are aware of the words, phrases and kinds of interaction typical of formal and informal situations.</p>	<p>Listen for contributions that show understanding of this aspect of language variation, e.g. <i>I don't think he'd say 'That's rubbish'. That sounds rude if you're talking to a grown-up you don't know very well. He'd say something like 'I see your point of view but I think...'</i></p> <p><i>It doesn't sound real. Friends wouldn't talk like that. We need some interruptions. And some sentences that don't end.</i></p>
<p><b>Part 4 (40 minutes)</b></p> <p>Organise groups to introduce and present their conversations. Invite others to comment. Prompt and focus this by asking questions such as: <i>Does that sound formal/informal? How can we tell? What makes it formal/informal? Is that what these people would say when...?</i></p> <p>Broaden the discussion, by asking <i>Are there some situations where you would always use more formal language? When do you find yourselves having to switch between more formal and more informal talk?</i></p>	<p>For those presenting a conversation, look for evidence of knowledge of the features of formal/informal talk and how they operate in particular situations.</p> <p>For those commenting, look for evidence of attentive, critical listening. Listen for contributions that show understanding of the appropriateness of different kinds of talk for different situations and relationships, e.g. <i>The way you talked together sounded real – just like friends having an argument. I liked the way you made the girl who broke the window talk in a very polite and careful way.</i></p>



## Year 5 term 1 Group discussion and interaction

**Objective 50: to plan and manage a group task over time by using different levels of planning**

e.g. using knowledge of group roles to organise and accomplish a collaborative activity.

### **Mathematics presentation**

**Overview:** Children:

- focus on strategies and methods for solving mathematical problems;
- work in groups to devise and solve problems;
- observe and comment on effective group work;
- make presentations about their findings.

The sessions could take place in consecutive daily mathematics lessons within a week where the focus is on problem solving and the times adjusted accordingly.

**Language features:** children learn to use mathematical language in explaining, reasoning and questioning.

**Previous experience:** work on problem solving and managing tasks in groups.

**Resources:** selection of problems for initial group work and simple checklists on methods for solving problems and effective group work.

**Curriculum link:** NNS Year 5 Problems involving 'real life', money and measures or shape and space.

Teaching sequence	Language features
<p><b>Part 1 (45 minutes)</b></p> <p>Recap previous work on problem solving. Present a problem involving numbers and quantities. Ask children to solve the problem first on their own, then with their partner and discuss how they did it.</p> <p>Ask children to give brief descriptions for you to record for all to see, using the heading 'When solving this problem we ...'. Invite alternatives. Emphasise that you want all children in the class to understand a range of possible methods and approaches.</p> <p>Organise the class into 6 groups, labelled A to F. Give each group a set of problems to solve. When solving these problems, ask children to compare their ideas and methods with those listed on the sheet. Emphasise that everyone is to contribute, ask each other questions and be clear what others are saying. Take brief feedback from each group on the methods and solutions to the problems and on how they worked as a group at solving them.</p>	<p>Look for evidence of clear spoken descriptions of the work, and for evidence of strategies and methods children can explain to the class.</p> <p>Look for how children use specific terms, e.g. <i>inverse operations, rounding, divisibility</i>; also how they manage turn taking and reaching agreement.</p> <p>Listen for effective spoken explanations, e.g. use of sequence, logic, evidence, reasoning.</p>
<p><b>Part 2 (40 minutes)</b></p> <p>Recap the previous session and, using the same groups, ask children to make up three new problems, based on the ones already solved. Later these problems will be shared with others in the class.</p> <p>For each new problem, group members should agree how to word it, solve it individually and then jointly complete a sheet headed 'When we solved this problem we ...'.</p> <p>Take brief feedback on the methods used to create new problems. Ensure that all groups have a set of problems ready to share with others.</p>	<p>Look for language to negotiate the problems, e.g. <i>if ... then ..., it might be better if ..., what if ...?</i></p>

Teaching sequence	Language features
<p><b>Part 3 (45 minutes)</b></p> <p>Groups now try to solve problems devised by others. Divide the class into two sets of three groups (A,B,C; D,E,F). Children from groups A and D take one of their problems to groups B/C or E/F. Group members from A and D observe how groups B/C or E/F solve the problems and make notes of the approaches used. At the end, the observer may ask questions to clarify how the problem was tackled. Repeat this process so that all groups offer problems and observe others working.</p> <p>Put children into their original groups to compare observations of the methods used to solve the problems and how the groups worked together. Each group should complete a 'When solving problems we ...' sheet, and also list positive features of group working observed.</p>	<p>Look for further evidence of appropriate mathematical language, of clear explanations and effective group work.</p> <p>Listen for observers' questions which focus precisely on methods and strategies, or which prompt reflection, e.g. <i>Why did you ...?, Which methods were most useful?, How did you work out that ...?</i></p>
<p><b>Part 4 (45 minutes)</b></p> <p>Ask each group to present their conclusions briefly and display to the whole class their sheet of notes on strategies for problem solving and on observation of group work. Give a short time for preparation and rehearsal, modelling different ways of presenting work and giving constructive feedback, if necessary. Remind children of the need to use mathematics vocabulary, to summarise and draw conclusions and how to shape their presentations. Give a time limit of 3-5 minutes for each presentation.</p> <p>After each presentation encourage discussion of both aspects of the task and of the qualities of the presentation.</p> <p>Return to the 'When solving problems ...' sheet from Part 1. Encourage reflection on what has been learned about problem solving, group work and presentation skills. With the class, amend the descriptions on the displayed sheet, drawing on the children's criteria as to what makes a helpful list of problem-solving strategies.</p>	<p>Look for presentations that are clearly organised, concise, include a summing up and possibly involve all group members.</p> <p>Look for specific comments, and if necessary prompt comments on the task by asking '<i>Can you think of one thing you'd want to improve?</i>'</p>

## Year 5 term 2 Listening and speaking

**Objective 52: to identify different question types and evaluate impact on audience**

e.g. distinguishing open, closed, leading, negative and rhetorical questions.

**to use and explore different question types**

e.g. how to vary and sequence questions.

### *The interview*

**Overview:** Children:

- watch and listen to an interview containing a range of questions types;
- listen for questions asked, categorise into types;
- generate own questions for particular purposes and try these out;
- devise questions to use when interviewing a visitor;
- carry out interview;
- reflect on the effectiveness of their questioning.

**Language features:** Children learn to distinguish different kinds of questions, e.g. open, closed, leading, negative and rhetorical, and to use them in an interview.

**Previous experience:** Children have had experience of observing and participating in different forms of question and answer exchanges at contrasting levels of formality.

**Resources:** Rough books. Prepare for this unit by planning a short interview in which you ask another adult in school a range of different question types, and by arranging for a series of visitors (one for each group) to answer the children's questions about the same topic, e.g. their school days.

Teaching sequence	Language features
<p><b>Part 1 (30 minutes)</b></p> <p>Carry out the interview, telling children to listen to the questions you ask and to how the interviewee answers them.</p> <p>Prompt comments. Ask questions that highlight key points, and introduce and record terminology for question types, e.g. <i>Can you remember how that question began? That kind of question is called a closed question because... What kind of answer did it get? Which question got the fullest answer? Why? What's the difference between this kind of question and...? What kind of question was good for...?</i></p> <p>Draw up a chart of the different question types.</p>	<p>Look for evidence that children can distinguish different kinds of questions and responses.</p> <p>Listen for comments that show understanding of how different questions work and the effects they have on the interviewee, e.g. <i>A question beginning with 'Why' or 'How' usually gets a long answer because you have to explain something. You can't answer that kind of question with just one word. The person asking the question is giving you the answer he wants. A 'What do you think about...?' question is asking for someone's opinion.</i></p>



Teaching sequence	Language features
<p><b>Part 2 (40 minutes)</b></p> <p>Recap the terms for different question types and display them as headings in a chart. Organise children in pairs. Introduce a topic of current interest and give pairs 10 minutes to frame and write down different kinds of questions about it. Then combine pairs into fours to ask and answer each other's questions.</p> <p>Draw the class together and ask fours to contribute questions, taking each type in turn. Confirm that questions are of a particular type, and record them under the relevant heading on the chart. <i>Is this really an open question? How can we tell? How could we change that question to make it more open?</i></p> <p>Focus children on the effects of different kinds of questions, e.g. <i>Which questions were hard to answer? Which questions let you say what you want to? What do you need to do to answer this kind of question?</i></p>	<p>Monitor pairs. Check that children are generating different kinds of questions and understand their features, and that children can describe the questions they are using.</p> <p>Monitor fours. Look for evidence that children are listening attentively to questions and giving appropriate answers. Listen for clearly formulated questions of a definite type.</p> <p>Look for evidence that children can categorise questions by type.</p> <p>Look for comments that show understanding of the features and effects of different question types: open, closed, rhetorical, leading, e.g. <i>That's such a big question, it's hard to know what to say. I didn't like being asked that. The questioner is trying to make you agree. Questions like that make you feel like you are in a quiz.</i></p>
<p><b>Part 3 (40 minutes)</b></p> <p>Organise the class in groups. Tell the children that they are going to be interviewing visitors about a particular topic, and that you want them to use what they have learned about different kinds of questions to plan the interview. Highlight key points: <i>What do we want to get from the interview? How should we treat the visitors? What would be a good way to start? To finish?</i> Prompt children to start by identifying exactly what they want to find out. As they plan, encourage them to anticipate the answer a question is likely to get, to consider the order of questions and ways of wording them. They will also need to decide how to share the questioning round the group.</p>	<p>Monitor groups as they plan. Check that children are framing a range of different questions and considering the likely responses. Listen for accurate use of terminology and for contributions that show understanding of the range of question types and their effects, e.g. <i>We can't start with a question. We have to welcome them. He's a guest – we shouldn't ask a challenging question like that. It would be good to start with an open question because... The next question will depend on how she answers this one. We could ask a question that gives more detail. If we ask it like that, she can just say yes or no.</i></p>
<p><b>Part 4 (40 minutes)</b></p> <p>Groups take turns to interview the visitors while the rest of the class listen and make notes about questions and answers.</p>	<p>Listen for:</p> <ul style="list-style-type: none"> <li>• a range of question types;</li> <li>• evidence that the order of questions has been considered and that children are listening and responding to the interviewee's answers.</li> </ul>
<p><b>Part 5 Reflect (15 minutes)</b></p> <p>Ask each group to report back briefly on how they think their interview went. Ask those who formed the audience for their observations and comments. Prompt children to focus on key issues: <i>What question types did you use? Which questions worked well/not so well? Why? Did anything about how the questions were answered surprise you? Were the questions in a good order? What would you change if you had a chance to carry out the interview again?</i></p>	<p>Look for evidence that children are considering the interview in the light of what they have learned about question types and their effects, and more generally about effective questioning, e.g. <i>Maybe we asked too many open questions – we never found out what we wanted to know about... We started asking closed questions to get more details. You have to listen hard. It's no good just going through the list of questions. Yes, we'd planned a question about... but I couldn't ask it because he had already talked about that. I think you started well but then it seemed to get disorganised. I liked it when you just said 'That's interesting. Could you say a bit more about that?'</i></p>

## Year 5 term 2 Drama

### Objective 54: to reflect on how working in role helps to explore complex issues

e.g. sustaining work in role to explore issues from different social, cultural or historical perspectives.

#### Time travel

**Overview:** In groups and as a whole class, children:

- work on key episodes from texts;
- create freeze-frames and develop roles for characters;
- present and discuss scenarios;
- reflect on historical implications.

**Language features:** Children learn to use and sustain the expressions and gestures associated with their chosen role.

**Previous experience:** Build on Year 4 work on recognising how roles can be approached from different viewpoints.

**Resources:** Familiar extracts from fiction and non-fiction texts about Victorian England (one per group) related to a particular theme, e.g. sickness, child labour, education, poverty, industry. Include contemporary texts, e.g. from Dickens and Mayhew.

**Curriculum link:** History scheme of work for Key Stages 1 and 2, Unit 11, 'What was it like for children living in Victorian Britain?'

Teaching sequence	Language features
<p><b>Part 1 (20 minutes)</b></p> <p>Recap work on the chosen issue from life in Victorian England, focusing on the relevant texts. Organise the class into groups and distribute an extract to each. Ask children to refresh their memories of the text, to select from it a key moment or situation, and to develop a freeze-frame that communicates it. Explain that they will need to decide on the participants, what each of them is doing and the effect they want to create. Prompt them to consider the detail of the scene: <i>What arrangement of characters/gestures/facial expressions will create the effect you want?</i></p> <p>Ask each group to present their freeze-frame to the class. Ask the others: <i>What does the scene show? How do you know? What effect does it create?</i></p>	<p>Look for clear, powerful freeze-frames that show children have responded both to the detail of the text and to the underlying historical issues.</p> <p>Listen for comments that show awareness of the techniques used in the freeze frame and of the historical scene it represents, e.g. <i>The way they are standing together shows who is in charge. And the position of X's arms and hands show how frightened he is. I think the person looking away at the back is the owner of the house. Oliver is so hungry, he's just desperate – he wouldn't look strong and brave.</i></p>



Teaching sequence	Language features
<p><b>Part 2 (20 minutes)</b></p> <p>Reorganise the class into groups representing both Victorians who support child labour and Victorians who are opposed to child labour. Each group should include 'characters' related to the issue of child labour, e.g. children, parents, employers, adult workers, representatives from welfare organisations. Explain that each group must contain a range of views about the issue, with some in favour of and some against child labour (you could assign views). Ask children to develop these roles and to create a drama based on a meeting between these people, e.g. in the street, in a school hall, outside the factory gates, at a council meeting. Prompt them, as they develop the scenario, to consider whether anyone will change their view and what the outcome of the meeting might be.</p>	<p>Encourage contributions indicating that children are drawing on their understanding of the issue to create a 'character'.  <i>I'm an employer so I want my factory to make money, but I'm not cruel and even though I employ children I don't treat them badly. An employer would support child labour. I'm a mother and my child goes out to work. I don't really believe in child labour but we would be very poor if my daughter couldn't work.</i></p> <p>Encourage, as above, convincing, informed development of roles and interaction, e.g. <i>It's good experience of life for children to work. They have the satisfaction of earning some money that is really theirs. School is a waste of time – they won't need to read and write when they grow up. It's a hard life, but the family wouldn't have enough to eat if they didn't work. How else can we get the chimneys clean? Men are too big. I didn't realise how this damaged the child's health.</i></p> <p><i>The mother could change her mind because we could talk about the suffering of children in the factories.</i></p>
<p><b>Part 3 (30 minutes)</b></p> <p>Organise groups to present their scenarios to the rest of the class.</p> <p>Ask children to step out of role and to comment on the scenarios. <i>Did you believe that is what these people would say? Why/Why not? What views were expressed? What arguments and evidence were used to support these views? How effectively? Did anyone change their mind? How? Why?</i></p>	<p>Monitor groups. Check that children are taking on and sustaining their roles and drawing on historical knowledge to develop a convincing scenario.</p> <p>Support comments showing understanding of the historical background and of the effectiveness of the drama, e.g. <i>That's how the employers would have argued for it. They wouldn't have seen it as anything unusual or terrible. It was interesting that you had a child who wanted to work. I expect some did. Her argument was the most powerful. I liked the way you made the employer change his mind.</i></p>
<p><b>Part 5 Reflect (15 minutes)</b></p> <p>Draw the class together. Prompt them to reflect on how the drama activities have helped their understanding of this aspect of Victorian England. <i>What do you feel you know more about now? Has it changed the way you think about the Victorians? The way you think about the lives that children lead now? How? Why?</i></p> <p>Prompt reflection on the voice given to the child labourer in each scenario. What might this say about the status of children in Victorian society?</p>	<p>Look for evidence that the work in role has developed greater awareness of the issue of child labour. Encourage children to follow up their arguments and look for any insight leading to changes in opinion: <i>Pretending to be an employer made me think again about children working. I don't think he was just evil. It made me see how differently they must have felt about children. Maybe it wouldn't be so bad to do some work now – not going up chimneys, but something. I was a Victorian parent, but I wonder if they felt about it like a parent would now. People didn't listen to the children. The children didn't have much say.</i></p>

## Year 6 term 1 Speaking



### Objective 58: to use a range of oral techniques to present persuasive argument

e.g. attracting and holding listeners' attention through what is said and how it is delivered.

#### Take our advice

**Overview:** Children are reminded of the features of effective persuasive talk before they create and present their own talk to an audience. They:

- listen to an example of persuasive talk and identify the rhetorical devices used;
- plan and rehearse a talk about a topic which is important to them;
- listen to some examples of talk created by the class before refining their ideas further;
- present their talks in pairs and receive comments.

Later, some talks are presented to the intended audience.

**Language features:** Children learn to use rhetorical devices including the use of appropriate vocabulary, emotionally charged language with points linked logically, and the anticipation of conflicting views. They also consider how to present the talk persuasively, considering body language, the use of gesture, eye contact.

**Previous experience:** Children have worked on persuasive language, learning how to sequence and support an argument in Year 5 term 3.

**Resources:** Martin Luther King's 'I have a dream' speech is available from [www.webcorp.com/civilrights/mlkfr.htm](http://www.webcorp.com/civilrights/mlkfr.htm)

**Curriculum link:** NLS Year 6, term 2, text objectives 18, 19 and 20.

Teaching sequence	Language features
<p><b>Part 1 (20 minutes)</b></p> <p>Recall work done in Year 5 on persuasive talk. Give pairs 2 minutes to discuss what features made the talk more persuasive. Take feedback and collect ideas.</p> <p>Provide children with a model of persuasive talk, e.g. Martin Luther King's 'I have a dream' speech. Discuss and list the features which make the speech effective.</p> <p>Discuss effective persuasive phrases, e.g. <i>You must realise that...</i>, <i>It is obvious that...</i>, <i>Without doubt...</i>, <i>How can you...?</i> Add some to the developing list.</p>	<p>Highlight the impact of stressing particular vocabulary, repetition, emotive language, the anticipation of alternative points of view. Draw out persuasive body language, e.g. hand gestures, voice level, intonation, eye contact.</p> <p>Listen for examples of comparison: <i>My favourite part was...</i> and justification: <i>I think he spoke in that way because...</i></p> <p>Focus on the the need for logic in the argument, the persuasiveness of the language used and the way that the speaker used gestures to support the argument.</p>
<p><b>Part 2 (20 minutes)</b></p> <p>Introduce a problem, e.g. the headteacher is considering cancelling next year's residential educational visit, and give some reasons, e.g. the cost, safety risks. Explain that the task is to persuade the headteacher to change his/her mind.</p> <p>Remind the class, if appropriate, of their experience when on the visit, e.g. by using photographs or diaries. Otherwise discuss in general terms the advantages of such trips. Use the discussion to generate some positive arguments for the value of educational trips.</p> <p>Discuss the audience for this persuasive talk, i.e. the headteacher. Ask the class to anticipate some of the objections he/she might have to the trip. Briefly encourage them to think of arguments to counter the objections.</p>	<p>Identify relevant vocabulary in order to discuss educational trips in general as well as specific visits the children have made.</p> <p>Look for contributions to pair or whole-class discussions. Praise examples of attentive listening, children responding to the ideas of others and offering suggestions.</p>

Teaching sequence	Language features
<p><b>Part 2 (continued)</b></p> <p>Set out the parameters for the talk, e.g. the presentation:</p> <ul style="list-style-type: none"> <li>• should be about 1 minute long;</li> <li>• will be spoken not read;</li> <li>• should include three main points with one anticipation of an objection;</li> <li>• will be done in pairs with both partners having to speak.</li> </ul>	
<p><b>Part 3 (35 minutes)</b></p> <p>Give pairs 15 minutes to discuss, plan, make notes and rehearse their speech, reminding them before they start of the different persuasive techniques they had previously discussed.</p> <p>After 15 minutes ask one or two confident pairs to present their ideas so far. Encourage the rest of the class to listen actively, e.g. by looking for use of different persuasive techniques. Take comments from the class about the presentation, asking them to identify elements that work well and parts that need to be improved.</p> <p>Discuss with the whole class the importance of an effective introduction and conclusion of the talk, e.g. highlighting how a clever opening can quickly win an audience over to the speaker's point of view.</p> <p>Give the whole class a further 5–10 minutes' rehearsal time to take account of what they have learned.</p>	<p>Listen for examples of interactive talk used to manage the group task, e.g. <i>I think it would be best if..., If you could begin like this then I...</i></p> <p>Monitor planning talk in groups, checking that both partners contribute ideas.</p> <p>Listen for logical points and the use of rhetorical argument used to persuade, e.g. <i>No one would doubt that..., Is it right to...? We already know that you...</i> Check also the use of vocabulary appropriate for the topic, and the use of gesture or body language to support the points made.</p> <p>Look for evidence that pairs have listened to earlier discussion and are adapting their presentation accordingly.</p>
<p><b>Part 4 (30 minutes)</b></p> <p>Split the class in half (or quarters) to enable all pairs to present their talk to an audience. Allow brief feedback after each talk.</p> <p>Choose some pairs to make their presentation to the headteacher.</p> <p>Encourage reflection on the unit of work through a final plenary. Ask children to consider how listening to examples of persuasive talk, recalling previous work, planning and rehearsing, and opportunities to present helped improve the quality of the work. Consolidate the learning and identify areas for further development.</p>	<p>Listen for examples of relatively polished presentations, including the features identified above.</p> <p>Listen for focused and constructive criticisms, with ideas logically expressed, e.g. <i>The interview was a good idea, but it didn't really work because...'</i></p> <p>Listen for children giving and supporting their opinions and offering suggestions for future work and improvement.</p>



## Year 6 term 2 Drama



**Objective 64: to improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires**

e.g. drawing on shared text to explore emotional tension at key moments in a story.

### **Escape!**

**Overview:** Children use various drama strategies to explore a text, *Marianne Dreams* by Catherine Storr. They:

- use freeze-frames to create a landscape from the narrative and explore a moment of crisis facing the main characters;
- use a 'conscience alley' technique to investigate how a character, facing a difficult decision, can be influenced by conflicting emotions;
- improvise dialogue and action to create a short sequence which predicts what might happen next;
- reflect on how the drama activities enhance their understanding of the whole text.

**Language features:** Children link language and action to investigate and communicate emotion, both in and out of role as a character from the text.

**Previous experience:** Build on earlier work in role, and knowledge of selected text.

**Resources:** The activities will require space, e.g. a school hall.

**Curriculum link:** NLS Year 6, term 2, text objective 8.

Teaching sequence	Language features
<p><b>Part 1 (10 minutes)</b></p> <p>Remind the children of the freeze-frame convention. Ask them to use the convention to interpret some of the adjectives used to describe characters and objects in the book, e.g. jagged, curled, stretched.</p> <p>Link the work more closely to the text by asking the children to interpret particular situations or scenes using body shapes and facial expressions, e.g. <i>You are Marianne approaching the house in your dreams for the first time.</i></p>	<p>Look for and highlight examples of children conveying the emotional state of characters through their body positions and shapes.</p>
<p><b>Part 2 (20 minutes)</b></p> <p>Read an extract from the novel, e.g. from chapter 2, 'The First Dream', describing the setting. Pick out key words and phrases, e.g. harsh, prickling grass.</p> <p>Ask the class to use their bodies and create sound to make this landscape. Once the landscape is established, ask three or four children to take on the role of Marianne, with another three or four acting as their guides helping them through the landscape. 'Marianne's' are to move with their eyes shut. Practise this a number of times to improve the quality of the shapes and sounds, and create an effective atmosphere. Question the children in role as Marianne about the effect of the sounds, e.g. <i>What did you notice about the sounds? How did they make you feel?</i></p>	<p>Listen for reflections on the quality of the landscape that the children create and for suggestions on how to improve it.</p> <p>Listen for explanations which highlight the emotional impact of feeling vulnerable in a harsh environment, e.g. <i>I felt uncomfortable. I thought someone might grab me at any time.</i></p>
<p><b>Part 3 (30 minutes)</b></p> <p>Remind the class of chapter 16 'The Escape' where Marianne tries to persuade Mark to leave the house.</p> <p>Explain that you are going to explore this chapter through a strategy called 'conscience alley'. Ask the class to form two lines about two metres apart, facing each other. Those in one line are all Marianne, those in the other are the rocks.</p> <p>Discuss with them the idea of giving a voice to their thoughts and feelings at this point in the story. Ask: <i>What is Marianne trying to do? What would her desperation make her say? What might the rocks be thinking? How do they want the children to feel?</i> Allow them to rehearse saying aloud a particular thought or idea. Reinforce the distinction between Marianne and the rocks.</p>	<p>Listen for explanations of the emotional state of the characters at this point. Encourage children to justify their ideas with reference to the text or their understanding of the characters, e.g. <i>I think Mark is too scared to leave the house. He seems happy just to stay in the room.</i></p>

Teaching sequence	Language features
<p>Appoint one child as Mark, to walk between the lines. As he passes, each 'Marianne' and 'rock' should speak aloud their thoughts. At the end the child acting as Mark will need to decide whether he has been persuaded to go with Marianne or remain in the house.</p> <p>Discuss the effect with the whole class and ask the child acting as Mark what he/she noticed as he/she went down the alley.</p> <p>Suggest that the work could be made more effective by the addition of actions. Discuss and rehearse these with the spoken words. Repeat the exercise of Mark moving down the alley, this time with Marianne and the rocks speaking aloud and moving.</p> <p>Discuss with the class how the conscience alley exercise has extended their understanding of Mark's dilemma at this moment of crisis.</p>	<p>Listen for children adopting their role and speaking accordingly, e.g. <i>It's now or never, Mark, we've got to go! Not the lights, not the lights.</i></p> <p>Encourage a focus on the emotional impact of the work.</p> <p>Look for children's use of theatrical effects where sound and action are combined to suggest character.</p> <p>Listen for contributions that highlight Mark's emotions and the tension he would be feeling.</p>
<p><b>Part 4 (20 minutes)</b></p> <p>Ask the class to work in pairs to explore, through the use of freeze-frame, the moments before Marianne and Mark try to escape from the house. They are to create three freeze-frames, each getting closer to the moment of escape. Take suggestions for the focus of each freeze-frame and give planning and rehearsal time.</p> <p>Explain your signal, e.g. clapping of hands, for each pair to freeze in its first shape. Pairs create each shape in turn.</p> <p>After the third freeze-frame, ask the pairs to 'bring the scene to life' by acting out the next 10 seconds of action and dialogue, as Mark and Marianne escape from the house.</p>	<p>Look for and comment on effective freeze-frames which show a progression in the narrative and convey emotion of the scene.</p> <p>Listen for plausible dialogue which takes account of the characters and situation, e.g.  <i>Marianne: Now, Mark, let's go.</i>  <i>Mark: You go first!</i></p>
<p><b>Part 5 (30 minutes)</b></p> <p>Discuss with the class the brief improvisations of Mark and Marianne's escape from the house, highlighting successes and limitations.</p> <p>Read an extract of text from chapter 16 (from 'Ready?' he whispered' to 'It was the signal.'). Clarify what is happening. Ask the pairs to prepare and rehearse the next scene of dialogue and action between Mark and Marianne, giving them only 10 minutes to do so. Explain that the scene should last no more than 1 minute.</p> <p>Allow pairs to present their scene to another pair and in turn be an audience for their work. Take feedback from the groups of four, asking them to focus on the work of the other pair.</p> <p>Question the class on the plausibility of the dialogue in the prepared scene. Ask: <i>Did the scene reflect the growing confidence of Mark as in the last extract read?</i></p> <p>Conclude the work on the text by asking the class to reflect on how the drama work had extended their understanding of the characters and the narrative. Ask questions, e.g. <i>Has the work altered your feelings about Mark or Marianne? How did the freeze-frames help you understand the crisis that the children were facing? From the dialogue you have just created what would be the most plausible ending? Do you think the story will end in that way?</i></p>	<p>Listen for children adopting and sustaining the language of a character, i.e. speaking in role.</p> <p>Listen for the language of evaluation, e.g. <i>I liked it when X said... because...</i> and the language of reflection, e.g. <i>I think Mark is beginning to change; he seems stronger now, perhaps because he is about to do something.</i></p> <p>Listen for contributions that relate improvised ideas to themes and incidents from the text.</p> <p>Prompt awareness of how the dialogue interprets each character.</p> <p>Listen for and support comments that link the drama work back into an interpretation of the themes and style of the written text.</p>

## Year 6 term 3 Listening and group discussion and interaction

### Objective 66: to listen for language variation in formal and informal contexts

e.g. identifying when and how speakers use more or less formal language.

### to identify the ways spoken language varies according to differences in context and purpose of use

e.g. discussing and explaining differences in the use of standard English and dialects.

#### *The way people talk*

**Overview:** Children:

- listen to recordings of people speaking in different accents and dialects, and in formal and informal contexts;
- investigate language variation in their school community;
- share their findings.

**Language features:** Children learn about features of formal and informal English, standard English and dialect.

**Previous experience:** Build on Year 6, term 2 work on how talk varies depending on context and purpose; Year 5 work on how talk varies between formal and informal occasions.

**Resources:** Audio or video recordings illustrating standard English and received pronunciation, for example, from radio or television news bulletins. Audio and/or video recording equipment. Useful websites for a variety of accents and dialects include:

[www.quarrybankmill.org.uk](http://www.quarrybankmill.org.uk) – mill demonstrators from Cheshire talk about their work; transcripts available.

[www.bbc.co.uk/radio4/routesofenglish](http://www.bbc.co.uk/radio4/routesofenglish) – for a variety of accents and dialects: *A Pitmatic Primer* from *Pitmatic* (Northumberland); *Hench* from *No Pigeon: Black English in Brixton*; and *Lost Words* from *Cornwall*; and for discussion of standard English: *Generation Game* from *Northumberland*.

<http://home.freeuk.net/mwpcf> – Ghost Train (ghost story 2) told by a boy from South Yorkshire.

**Curriculum link:** NLS Year 6, term 3, text objectives 16 and 20.

Teaching sequence	Language features
<p><b>Part 1 (60 minutes)</b></p> <p>Briefly recap previous work on language variation. Explain that in this unit the children will be investigating language use in the school. Play an accent/dialect sample. Ask them to identify unfamiliar words and phrases and discuss possible meanings. Ask children to share their first impressions, then prompt them to focus in on features of accent (pronunciation, rhythm) and of dialect (grammar, e.g. <i>me nose, in them days</i>, and vocabulary, e.g. <i>spile</i>, used in the Quarry Bank Mill sample as a variant of 'splinter'). Repeat with other samples. Introduce or reinforce relevant terminology.</p> <p>Ask talk partners to discuss their understanding of accent and dialect. Collate whole-class feedback in a chart with headings for <i>Accent</i> and <i>Dialect</i>, listing features and examples under each as appropriate.</p> <p>Ask talk partners to discuss their personal knowledge and experience of dialects and accents. Then share ideas as a class. Model the sensitive, non-judgemental approach needed when talking about aspects of people's individuality and identity.</p>	<p>Prompt children to identify differences between language samples, and between these and the way they talk.</p> <p>Encourage children to distinguish between:</p> <ul style="list-style-type: none"> <li>• accent: <i>I didn't understand it all but it sounded nice... It had like a rhythm to it... It wasn't boring... The people in Eastenders sound very different from the people in Brookside. Accent is about how different people say the same word. Like I say 'bath' and some people say 'baath'. I thought people who said 'baath' were posh;</i></li> <li>• dialect: <i>My Grandma comes from Scotland. When I got a splinter in my finger she called it a skelf... My uncle says 'they do go' when I'd say 'they go'.</i></li> </ul> <p>Listen for contributions that begin to comment on reasons for variation: <i>It's got to do with where you come from. I think that's how people speak in Liverpool. It depends how old you are.</i></p>



Teaching sequence	Language features
<p><b>Part 2 (45 minutes)</b></p> <p>Introduce the terms <i>standard English</i> and <i>received pronunciation</i>. Play the 'Generation Game' extract and prompt children to identify and comment on features of standard English and received pronunciation.</p> <p>Ask children to explain and comment on what the speaker says about different kinds of language. Prompt them to identify occasions when standard English might be appropriate and occasions where it might seem out of place. Compile an informal/formal contexts chart. List factors that affect the degree of formality, and develop the idea that the distinction is not black and white.</p>	<p>Listen for contributions that show awareness of how language varies according to purpose and context:</p> <p><i>There are some words I wouldn't use if I was talking to my Gran and Grandad – because they wouldn't know what they meant.</i></p> <p><i>If you are just with your friends, then it's OK because they talk like you and they understand you.</i></p> <p><i>Sometimes you have to be more careful, like if you were talking with someone you didn't know. Then what you say might be closer to standard English. You might not use some dialect words.</i></p>
<p><b>Part 3 (30 minutes)</b></p> <p>Organise the class in small groups. Ask them to think about different kinds of talk they might hear around the school, and to list five formal and five informal contexts. Pool ideas to compile class lists. Ask each group to choose a place/occasion in the school where they would like to record spoken language, and to tell the class why they have chosen it and the kind of talk they expect to hear.</p>	<p>Prompt children to contribute examples, showing that they understand that we use more formal language when we:</p> <ul style="list-style-type: none"> <li>• talk to unfamiliar people;</li> <li>• talk in assembly;</li> <li>• give reports to the whole class;</li> </ul> <p>and informal language when we:</p> <ul style="list-style-type: none"> <li>• talk in the playground;</li> <li>• talk in groups;</li> <li>• talk on the telephone to a friend.</li> </ul>
<p><b>Part 4 (60 minutes)</b></p> <p>Give groups time to prepare a short presentation of their recordings, e.g. introducing and commenting on the recording. Prompt them to note the occasion, the participants and the relationships between them, the purpose of the talk, and significant/interesting language features they noticed, e.g. vocabulary, grammar, rhythm, pace, how participants interacted.</p> <p>When all presentations have been made, ask children to discuss the school talk samples as a whole.</p> <p><i>Which do you think was the most/least formal? Why?</i></p> <p><i>Think about all the informal samples. What do they have in common? What features make them informal? Where did you hear examples of dialect?</i></p> <p><i>What general observations or conclusions do you have about the range of talk that goes on in the school? What questions does this investigation raise for you?</i></p> <p>Later, children could go on to make written records of their 'map' of the school with different areas colour-coded for degrees of formality, or by writing transcripts and commentaries to accompany their recordings.</p>	<p>Listen for contributions that show understanding of:</p> <ul style="list-style-type: none"> <li>• how and why talk varies according to context and purpose, e.g. <i>The children in this group are used to being together. They take turns without anybody being in charge. They don't speak in complete sentences, and use some dialect words. It's very informal.</i></li> <li>• specific aspects of language variation, with accurate use of terminology, e.g. <i>When it's just one of us, Miss Y says 'lass', which is northern dialect. But when she is telling us all what to do, like here, she says 'girls'.</i></li> </ul> <p><i>When Mr Z told us about new playground rules, it was in standard English and formal – like someone reading the news. But the Liverpool accent was there.</i></p>
<p><b>Part 5 Reflect (10 minutes)</b></p> <p>Prompt children to describe and evaluate what they have learned about language variation and how it relates to their own experiences.</p>	<p>Look for evidence that children are drawing together the different aspects of language variation covered in the unit.</p> <p><i>It's amazing how you can change the way you talk without even thinking about it. Now I realise that everybody has got an accent. I'm glad that people in different places talk in different ways.</i></p>

## How to develop a teaching sequence

There are many teaching sequences in this booklet you might wish to try out in your own classroom as they stand. Alternatively, you may prefer to take an objective and devise your own way of teaching it, bearing in mind that working through one sequence in detail will give you a clearer understanding of the planning process and the principles underlying the work.

### Getting started

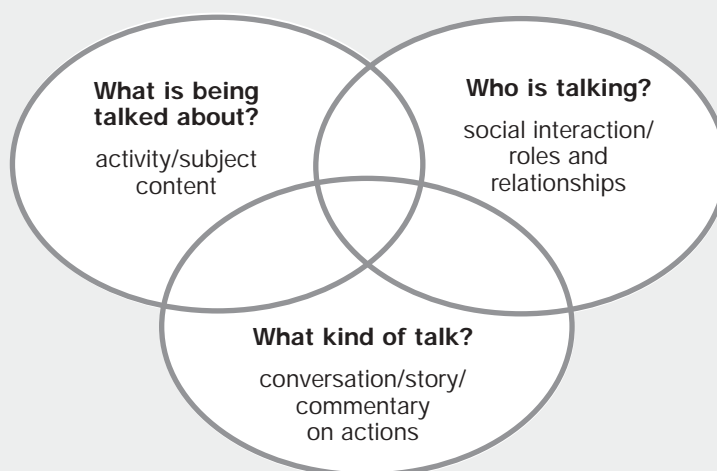
- Look at the examples provided in this booklet.
- Before you start, remind yourself of section 1 in the Handbook about the distinctive features of speaking and listening.
- Have your medium-term plan for the whole curriculum available for reference.

### Stages in planning a teaching sequence

1. Start by selecting an objective that is relevant to the children and to your planned teaching. For example, you may want your class to listen more attentively, or work more effectively in groups.
2. Consider the language features associated with the objective. The selection of language features is crucial because it underpins your role as teacher, what the children will say and do, their reflection upon their work and how you will assess their learning. This means understanding what language is needed to work on an objective and what language would give evidence that children are succeeding in the activities. For example, asking different kinds of questions, or using the language needed to sustain and structure a talk. Each of the teaching sequences on pages 22–63 includes examples of the language expected within particular units of work.
3. Choose a subject area and unit of work into which the objective fits well, so that both the speaking and listening work and the subject are mutually supportive. You might want to add to your note of language features any subject-specific vocabulary or talk that it will be important to include.
4. Decide on a sequence of activities that will explicitly develop the skills and language in the objective. You need to:
  - i. outline each activity in the sequence;
  - ii. decide the most useful groupings (pair, group, class) for each activity;
  - iii. refer to the leaflets in this pack for ideas about particular teaching techniques;
  - iv. work out how these activities can be embedded in the existing plan for a unit or subject. This involves using the content of the subject for the activities, sometimes focusing solely on speaking and listening and sometimes emphasising the subject;
  - v. revisit the timings and duration of the unit if the original plan has altered.
5. If possible, ask a colleague in the same year group to try out the same teaching sequence so that you can compare notes about it at the end.

## Focusing on the language

In all teaching sequences the language features need to be introduced, used and reflected on. When planning a teaching sequence, remember to take account of factors contributing to variation in talk (see Handbook, page 9).



Introducing these features of language can take different forms:

- adult modelling;
- providing examples from TV, audio or ICT recordings for children to investigate;
- creating opportunities for children to observe and reflect on others' language use or ways of working in groups.

Once children have been introduced to the language features, they will need to participate in activities where they can **use** such language appropriately. For example, after discussing ways to listen and follow instructions accurately (objective 6) or investigating features of formal language (objective 66), activities need to be provided which will necessitate the use of this language.

Planning opportunities for children to **reflect** on the quality of their talk enables them to consolidate their learning and understand how talk supported them. They are also able to evaluate the success of what they have said or done, thinking critically about the work. All such reflection involves being explicit about features of talk and prompts the use and development of an appropriate metalanguage.

At the end of the work, you also need to reflect on what happened and what you did to help success. Where children had difficulty completing the task and using the language, was this because, for example, they had not worked in groups like this before, or were they unused to a lesson with an oral focus?

Finally, having planned and taught one sequence, you will see how the same principles apply to devising, adapting or using other sequences. As well as enabling you to take a more systematic approach to speaking and listening, another outcome should be a more time-efficient way of planning teaching and learning throughout the curriculum.



## 4. The video

The video was filmed in a number of primary schools, using sequences of activities designed by teachers to illustrate the objectives. There is a reference table for locating sections on the tape on page 69 of this booklet. Each video example shows part of the complete lesson sequence but aims to reflect the way a whole class works on speaking and listening, in a range of groupings and in the context of the primary curriculum. On pages 70–80 are commentaries on each activity on the video.

### Using the video

There are a number of ways to use the video. Any sequence may be taken as a starting point for exploring both the materials and important issues in teaching speaking and listening.

### Starting with one example

An example of work in a Year 4 class can be seen in the video sequence designed to illustrate objective 37: to use and reflect on some ground rules of dialogue. This objective is being taught in the context of unit 6A of the Key Stages 1 and 2 history scheme of work: 'Why have people invaded and settled in Britain in the past?'

### First viewing

Before watching this sequence, read through the full teaching sequence on pages 44–45 of this booklet. View the video sequence once through to gain an overview and become familiar with the extract prior to more detailed discussion and analysis. While watching, track the teaching sequence, noting its development and any points of interest to discuss with colleagues in pairs or small groups.

### Activities for a second viewing

Depending on what your initial discussion of the video example has highlighted, these are some of the areas you can pursue in more detail:

- *Teaching techniques*  
How does the teacher's behaviour encourage the development of speaking and listening? (e.g. wait time, tone of voice, body language, use of questioning)
- *Characteristics of children's talk in relation to the objective*  
What is the evidence supporting their ability to make extended contributions, make their meaning explicit, listen actively, justify a point of view, provide evidence, take turns?
- *Evidence of children's learning*  
How does talk support children's learning in both English and history? (e.g. rehearsing ideas, evaluating, making connections, improving as speakers and listeners over the sequence as a whole)
- *Classroom management and organisation*  
What are the different strategies used by the teacher and why are they effective? (e.g. providing a written version of the ground rules, preparing a schedule for children to use as observers, organising a range of groupings)

Discussion of these and similar questions can be carried out in different ways. One option is to employ a strategy for group discussion and interaction shown on the video, such as the jigsaw technique, or to choose one from the relevant leaflet in the pack. You can also compare ideas with those made in the commentary on the video (see pages 70–80).

## Other approaches

- Watch both sequences for one year group, again after reading through the written sequence. Apply one or two of the suggested approaches to analyse the way different strands of speaking and listening are developed in different contexts, and how the teacher's role changes accordingly.
- Select one strand, such as speaking, listening, group discussion and interaction, or drama, and look at examples in two different age groups to promote discussion about progression. Make a note of key features in children's developing use of language and check existing schemes of work to ensure that there are planned opportunities for children to progress as speakers and listeners.
- Within a year group, choose one of the lesson sequences shown. Identify how classroom activities actually planned for the next few weeks could be adapted to help children use talk in this way.
- Choose some extracts from the video to use with children in your class to encourage discussion of what makes a good speaker and listener.



## Contents of video

	Screen reference	Title and teaching objective	Duration
See commentary page 70	0:00:38	Y1 T1 Speaking Objective 1 • to describe incidents or tell stories from their own experience, in an audible voice	7 minutes 13 seconds
See commentary page 72	0:07:51	Y1 T2 Drama Objective 8 • to act out own and well-known stories, using different voices for characters	4 minutes 36 seconds
See commentary page 73	0:12:27	Y2 T1 Listening Objective 14 • to listen to others in class, ask relevant questions and follow instructions	8 minutes 43 seconds
See commentary page 74	0:21:10	Y2 T2 Group discussion and interaction Objective 19 • to ensure everyone contributes, allocate tasks, consider alternatives and reach agreement	12 minutes 27 seconds
See commentary page 75	0:33:37	Y4 T1 Speaking Objective 37 • to use and reflect on some ground rules for dialogue	12 minutes 42 seconds
See commentary page 77	0:46:19	Y4 T1 Group discussion and interaction Objective 39 • to take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor	9 minutes 23 seconds
See commentary page 78	0:55:42	Y6 T1 Speaking Objective 58 • to use a range of oral techniques to present persuasive argument	8 minutes 42 seconds
See commentary page 80	1:04:24	Y6 T2 Drama Objective 64 • to improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires	7 minutes 55 seconds

## Commentaries on the video examples

### Year 1 term 1 Speaking

**Objective 1: to describe incidents or tell stories from their own experience, in an audible voice**

e.g. recounting events using detail, following teacher modelling.



#### *Tell me a story*

Details of the complete teaching sequence for this objective are on pages 22–23; screen reference 0:00:38.

In this activity, children are learning how to talk about events in ways that are effective and engaging for their listeners. To make these points more accessible, the class teacher has arranged for another teacher to come in and recount the same incident in two different ways. Through direct experience of contrasting models, the children develop a better understanding of how to recount and describe their experiences.

The activity begins with children seated on the carpet in front of the teachers. Later in the lesson, children, in pairs, tell stories to one another.

Notice over the whole sequence how the class teacher:

- asks questions which cue the children to identify what needs to be improved;
- organises the class to provide opportunities for reflection and practice;
- later in the sequence, models a way of asking speakers to give more detail, e.g. *I'd like to know a bit more about one part of the story.*

Notice how Mr Brown's recount is improved by:

- adding more detail;
- use of more varied and precise vocabulary;
- a more dramatic delivery, including the use of exaggerated voices;
- reference to thoughts and feelings;
- gesture and actions.

Also observe how the children's listening and response is shown by:

- facial expressions;
- physical movement;
- spontaneous comments.

Through a sequence of whole-class and paired activities, children have the opportunity to identify and put into practice some of the features of effective story telling.

Notice that they single out:

- audibility and clarity (prompted by the wall display);
- interesting words (vocabulary choices);
- humour and drama (fanning action, seagull).





Children's responses to the stories reveal awareness of how different kinds of talk impact on the listener. They comment on the effect of:

- sad and happy stories;
- intonation – a 'medium voice';
- audibility.

In the course of the work, there are many features of talk highlighted, implicitly and explicitly. The teacher has to choose which to pick up and develop as they arise and which to build on in the future. For example, the children's language of evaluation could be extended beyond comments about *interesting*, *exciting* and *describing words*. The technique of having two adults model ways of giving feedback could be further extended to develop this aspect of the work.

## Year 1 term 2

### Drama

**Objective 8: to act out own and well-known stories, using different voices for characters**

e.g. using drama techniques to portray characters and motives.



### *Animating Anancy*

Details of the complete teaching sequence for this objective are on pages 26–27; screen reference 0:07:51.

In preparation for this work, the children have read with their teacher the story of *Anancy and Mr Dry-Bone* by Fiona French. The Anancy story lends itself to work in drama for children of this age because of its easily identifiable characters. At this stage in the year, children have just started to learn about using the technique of freeze-frames. By working in this way, the teacher aims to develop a better understanding of how characters' behaviour and talk reveals their motives. The children work in groups of threes and fours to explore through drama some of the key points in the story.

Notice how individual children:

- use movement to get into role;
- develop physical control in adapting shapes and poses of characters suggested by the illustrations in the book;
- plan, recount and reflect on what they have done.

Notice how groups of children:

- devise a tableau showing relationships between characters;
- improvise speech and action in ways that fit the characters.

Notice how the teacher's use of freeze-frames:

- stops the narrative to enable exploration of ideas;
- provides a basis for improvising dialogue;
- helps to structure children's reflective feedback and response to the story.

The work in this sequence provides the basis for the next drama lesson, encouraging a more sustained exploration of Anancy stories now that typical characters are better understood. For example, the teacher might begin with a reading of a new story and invite children to improvise what follows, building on knowledge of movement and language.

## Year 2 term 1

### Listening

**Objective 14: to listen to others in class, ask relevant questions and follow instructions**

e.g. listening to and questioning instructions for devising a game.



### *Listen and play*

Details of the complete teaching sequence for this objective are on pages 30–31; screen reference 0:12:27.

In this Year 2 PE class, children are listening to instructions about how to play games they have devised and asking relevant questions.

Throughout the activities, notice how children's listening skills are developed through:

- rehearsing, discussing and evaluating what they've understood before trying out the game for themselves;
- checking their understanding of lesson content, through asking a range of questions;
- building an explicit understanding of how to be an active listener.

The teacher begins by asking the children to reflect on what is required to be an active listener. At this stage of the discussion the children focus on:

- looking at the person speaking;
- asking for repetition to clarify misunderstandings.

The teacher asks the children to work in groups to make up a game for others to play with limited equipment. The teacher then asks a representative from one of the groups to explain the game to the rest of the class.

In groups, children orally rehearse the playing of the game by rephrasing and putting the instructions into their own words. Having discussed the instructions in groups, a representative from one group is selected to give the group's version of the rules. The class follow the instructions and play the game, asking the 'expert' group for clarification.

The teacher brings the class together and uses paired discussion to allow the children to reflect on which instructions were easy/difficult to follow and which required more information.

The whole class reflects on what they have learned so far about formulating clear instructions and the strategies they have used to help them listen to and understand a series of instructions. At this point in the lesson the children now focus on:

- getting a picture in their head;
- running through the sequence in their head;
- saying the instruction in their own words.

A representative from a different group explains his/her group's game to the rest of the class using strategies learned in the lesson to aid listening. The teacher draws attention to the sequencing language used and children ask relevant questions to clarify understanding before going on to play the game.

## Year 2 term 2

### Group discussion and interaction

**Objective 19: to ensure everyone contributes, allocate tasks, consider alternatives and reach agreement**  
e.g. working collaboratively in planning, predicting and carrying out an investigative task.



### *Forces and movement*

Details of the complete teaching sequence for this objective are on pages 34–35; screen reference 0:21:10.

In this Year 2 science class, children are using talk to plan an investigation and predict outcomes.

Throughout the sequence, notice how:

- the teacher challenges children in order to test their scientific understanding;
- children cooperate on tasks in groups of different sizes;
- children use talk to organise and explain their work.

The teacher sets out the lesson objectives clearly and makes connections with the previous week's lesson through reflecting on prior knowledge. Notice how the teacher gauges children's understanding about changing and constant variables and what makes a fair test. The teacher uses group discussion to encourage children to share their ideas and clarify initial misconceptions about variables.

In groups, the children make predictions and observers note how well individual children contribute ideas. The teacher focuses the attention of the observers on ensuring that everyone takes part in the planning task and has the opportunity to share their ideas. She provides visual and linguistic prompts for the observers to use as a checklist. Notice how the teacher focuses the observers on the objective and challenges them to consider how the group working together affects the planning of the investigation.

The teacher asks two observers to report on one group's predictions and having established clear criteria for reporting, focuses on whether children make their suggestions clearly. The teacher, through the use of follow-up questions, challenges children to be explicit.

In groups, children plan the investigation and the observer asks questions from the checklist. Tasks are then allocated to individual children. Having made their predictions, the children work to test their ideas about force and movement.

Envoys from each group share their findings with a new group. Children ask questions and offer suggestions from their own experience in order to reach agreement on their findings.

At the end of the lesson, the teacher draws the class together to check how far they now understand the effects of different variables. Notice how the teacher focuses the class on giving reasons for their findings. Through the use of open questions the teacher supports the children in teasing out why things happen. Automatic praise, which can have the effect of closing down discussion, is avoided. Instead, searching follow-up questions are used to extend children's thinking further in considering alternative viewpoints and in finally reaching agreement on the effect of variables and fair testing.

## Year 4 term 1

### Speaking

**Objective 37: to use and reflect on some ground rules for dialogue**

e.g. making structured, extended contributions, speaking audibly, making meaning explicit and listening actively.



### *Celts and Romans*

Details of the complete teaching sequence for this objective are on pages 44–45; screen reference 0:33:37.

In this activity, children are learning how to take longer turns in talk while working on a history topic about Celtic Britain. In preparation, the children have been independently researching aspects of Celtic life such as farming, warfare, religion, arts and culture, and housing. The teacher wants the class to consolidate these different strands of knowledge before moving on to speculate on the likely impact of Roman settlement on the Celts. He provides an opportunity for children to talk in their specialist topic groups before using the jigsaw technique to rearrange them into mixed groups where every topic has one spokesperson.

In order for children to explain what they know and to answer questions, they need to be able to sustain their contributions, giving reasons and evidence for their opinions, and to be prepared to engage in an open-ended exploration of issues. The teacher begins by asking children in their groups to recap on some of the important features of this kind of dialogic talk.

Notice the way the teacher exemplifies some of these features. He:

- asks open-ended questions;
- avoids rephrasing or repeating what children say;
- does not give automatic praise;
- clearly expects children to make extended contributions.

As the children discuss the criteria for effective group discussion, notice that they quickly prioritise:

- speaking clearly;
- taking turns, speaking one at a time;
- acknowledging the possibility of having different views;
- asking questions.

These are features that relate to most group discussions. The teacher wants to move towards more sustained talk so he introduces two more challenging ideas for children to concentrate on:

- making longer contributions than just one or two words;
- responding to the other speaker.

Children move into their expert groups to discuss what they have researched and studied together. The group working on Celtic religion grapples with the uncomfortable fact of human sacrifice. The teacher's role is crucial in enabling the children to engage in an open-ended discussion.

Notice how the children:

- approach their assigned topic in different ways and have different views;
- where possible, draw on their own experience as well as what they have studied.



Notice how the teacher:

- participates in the conversation without supplying answers;
- does not push children to agree with one another;
- asks questions that prompt evaluation;
- helps children explore and refine their ideas;
- withholds endorsement of any particular answer until the end.



Children move into their jigsaw groups to share their expert knowledge. To support them in asking open-ended questions, the teacher has modelled approaches. In this part of the lesson, there are observers attached to each group to note how well the rules for dialogic talk are enacted.

Notice how the children in their groups:

- sustain coherent and informative turns in conversation;
- structure their answers in different ways, e.g. *yes and no...*, *yes...*, *the main one...*



Notice how the observers:

- talk about the criteria for effective group work;
- give positive and negative feedback;
- present criticism in a friendly and constructive manner.

Notice how the teacher:

- asks for information in ways that support the observers;
- uses the feedback to prompt the whole class to think about improvement;
- selects one child to say what he has understood as a way of demonstrating that the whole class has succeeded.



In the final part of the lesson, the teacher puts the class in role as Roman envoys, reporting to him in role as Emperor Claudius on whether or not to invade Britain. The slight shift in focus achieved by the teacher adopting this role prompts children to take more seriously the questions about Roman settlement.

Notice how the teacher taking up a role challenges the children to:

- use their specialist knowledge in a new context;
- make contributions that look at the consequences of actions.

Notice how the children:

- respond to the teacher's two-part question: *What and why you've decided...*;
- reformulate ideas, giving evidence, exploring alternatives.



## Year 4 term 1

### Group discussion and interaction

**Objective 39: to take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor**

e.g. sustaining different roles when carrying out a decision-making task.



### *Designing a pantomime set*

Details of the complete teaching sequence for this objective are on pages 46–47; screen reference 0:46:19.

In this activity, children work in groups to design the set for one act of a school pantomime. To help focus the discussion, the teacher has prepared a diagram of the stage and a copy of the play text for each group. At the same time, the teacher wishes to use this activity to develop children's ability to adopt specific roles in their groups and use the language appropriate to them. The sequence begins with the teacher recapping on children's knowledge of roles before inviting one group of children to model for the whole class how these roles work in practice. The demonstration group discusses the selection of material for the pantomime cow.

Throughout the sequence, notice how the teacher:

- maintains a focus on individual children in order to develop reasons for opinions;
- prompts the children to see and experience how the roles interrelate.

Notice how the children:

- fulfil their roles;
- work together on the task;
- contribute and take turns in an ordered way;
- give reasons for their choices.

When reporting back on the set design task, notice how the children:

- articulate the range of views as well as the outcome;
- take turns in answering questions;
- ask meaningful questions of one another.

In the concluding phase of the lesson, the teacher returns to the matter of group roles, reinforcing what the children have learned in speaking and listening. By inviting reflection on what was easy or hard, he encourages children to see the complexities of each role.

## Year 6 term 1

### Speaking

#### Objective 58: to use a range of oral techniques to present

**persuasive argument**  
e.g. attracting and holding listeners' attention through what is said and how it is delivered.



#### Take our advice

Details of the complete teaching sequence for this objective are on pages 58–59; screen reference 0:55:42.

In this activity, children are learning more about how to give a persuasive talk. The activity follows extensive discussion about the features of persuasive talk as well as literacy work on persuasion in writing. Through a sequence of whole-class discussion, planning and rehearsal in pairs, the children devise and try out various ways of putting across their case about whether the annual Year 5 trip to an outdoor educational centre (Sayers' Croft) should go ahead. The choice of topic is significant in ensuring children's interest and commitment. It is familiar, so children have all the information they need, but it is also a subject about which there can be different views. The teacher provides a selection of enlarged photographs to remind children of some of the things they did at the centre. Such support is important when the emphasis of the lesson is on developing techniques of organisation and delivery rather than on information gathering or giving. Overall, the lesson shows children's work in progress with much to build on, but not yet at the stage of the polished product.

Throughout the sequence, notice how the teacher:

- encourages children to make connections between general ideas about persuasive talk and their particular applications;
- withholds judgement on individual contributions;
- prompts exploration and experiment about ways of speaking.

The children quickly suggest a range of persuasive techniques:

- non-verbal gestures;
- the use of real-life examples;
- being confident in voicing ideas;
- structuring talk, using rhetorical questions.

After some further discussion, the teacher draws together these ideas on a flipchart that the children may refer to as they work in pairs to plan their talks and then rehearse them. During the planning stage, children use pen and paper but do not rely on their notes when they talk – an important consideration when trying to maximise the use of body language and gesture. The rehearsals show that pairs adopt different techniques for their presentations depending on the messages they wish to emphasise.

Notice the ideas that children try out:

- using alliteration as a mnemonic (*the 4 Cs*);
- making direct rhetorical appeals to their listeners;
- improvising a role-play around conflicting viewpoints.

As she listens to children's plans, the teacher asks questions which challenge them to extend their ideas. She resists rephrasing or elaborating their points and keeps the discussion open by not privileging one plan over another or suggesting consensus. Following a short review still in their small groups, pairs then come to the front of the group to present their talks more formally.





Notice how the first pair of children:

- make dramatic use of visual aids;
- adopt appropriately emphatic language;
- anticipate counter-argument (safety, expense);
- stress strong positive points (educational value, enjoyment);
- manage their own turn taking;
- speak in unison to conclude forcefully.



Notice how the second pair of children:

- use the technique of mock interview to establish the 'evidence';
- propose solutions to anticipated problems (*before you complain about safety*);
- link general points to personal testimonies.

The lesson concludes with the teacher drawing the class together to reflect on what they have heard and done.



Notice how the children:

- make astute comments about features of performance (*need to back up points/know what they were saying/know their audience/be able to answer questions*);
- are able to reflect in general terms about using the language of persuasion.

On the basis of these understandings, the teacher tells children that next time they will work particularly on ways of ending their talks and indicates why this is important. Throughout the lesson, the specific focus of learning about speaking and listening is clear to the class.

## Year 6 term 2

### Drama

**Objective 64: to improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires**  
e.g. drawing on shared text to explore emotional tension at key moments in a story.



### Escape!

Details of the complete teaching sequence for this objective are on pages 60–61; screen reference 1:04:24.

In this activity, children are learning to use drama to explore a turning point in their class novel, *Marianne Dreams* by Catherine Storr. The use of drama helps them explore the feelings and motives of the two main characters as Marianne tries to help Mark escape from the house which imprisons him.

The quick warm-up activities at the start of the lesson encourage children to adopt bodily postures depicting unusual shapes – curled, twisted, jagged. These words resonate with the atmosphere of the novel and, in creating freeze-frames for each one, children begin to interpret some of the mood of the episode. Following the teacher's reading of a short extract from the book, she invites children to add movement and sounds to their enactment of elements in the mysterious landscape – the grasses and the rocks.

As a way of entering more deeply into the emotional turmoil of the characters, the teacher uses the technique of 'conscience alley' in which a child in the role of Mark walks between opposing 'voices' with one side encouraging escape and one side threatening to prevent it. Freeze-frames are used again, this time in a series of three to depict the separate moments of the children's escape. Finally, children work in pairs to improvise the dialogue between the characters at their moment of escape. A significant feature of the lesson structure is that children's improvisation of dialogue comes only after intense and varied exploration of the novel's themes.

Over the whole sequence, each activity contributes to the development of the next, culminating in the children's dramatisation of the moment of escape.

Notice how the teacher:

- begins with dramatic actions;
- establishes movements before introducing sound;
- adds sounds to gestures;
- links speech to gestures and action.

As pairs of children dramatise the moment of escape, notice how they:

- enact their understanding of suspense and fear;
- show different interpretations of characters and motives;
- convey the emotions of each character through actions and words.

At the end of the activities, the teacher uses a brief plenary for children to reflect on what they have done and how the work has illuminated their understanding of the novel. The teaching sequence (page 60) contains suggestions for extending this discussion further.

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