



# CHJS Curriculum Map for Speaking and Listening



*Let your light shine (Matthew 5:16)*

Throughout the curriculum, children are encouraged to let their light shine by developing a strong command of the spoken language (and Standard English) to express and communicate their emotions and thoughts, to enable them to fully engage in the world in which they live. They are also encouraged to build positively on the ideas of others, as well as learning how to respectfully disagree, clarify, question or challenge what they hear.

Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
<p><b>Knowledge of effective questioning</b></p>	<p>To know how to formulate questions that relate to what has been heard or what was presented to them through the use of repeated key words.</p> <p>To begin to know that their answers to questions require justifiable reasoning (e.g. through the use of highlighted evidence)</p> <p>To know the appropriate time to ask question.</p>	<p>To know relevant questions to ask a specific speaker/ audience in response to what has been said (e.g. through the use of the Question Matrix to support).</p> <p>To know that their answers to questions require justifiable reasoning (e.g. through the use of highlighted evidence).</p>	<p>To know how to ask questions which deepen conversations and/or further their knowledge.</p> <p>To know how to answer questions that require more detailed answers and justification (e.g. through the use of the Progression of Sentence Stems document).</p>	<p>To regularly ask relevant questions to extend their understanding, curiosity and knowledge.</p> <p>To know the language needed to articulate and justify answers with confidence in a range of situations (e.g. through the use of the Progression of Sentence Stems document).</p> <p>To know the importance of interrogation of written information (e.g. potential fake news/ Wiki pages)</p>
<p><b>Vocabulary Building and Standard English</b></p>	<p>To know what vocabulary is appropriate to the topic and/or the audience.</p> <p>To know examples of powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p>	<p>To know and regularly use interesting adjectives, adverbial phrases and expanded noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p>	<p>To know and regularly use interesting adjectives, adverbial phrases and expanded noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p>	<p>To know that language development comes for a wide variety of sources e.g. spelling lessons, reading, modelled writes, conversations with different generations (grandparents, peers etc.).</p> <p>To know the need to use adventurous and ambitious</p>

	To discuss topics that are unfamiliar to their own direct experience.	To know examples of powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To know examples of powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	vocabulary in speech, which is always appropriate to the topic, audience and purpose. To know that the need to speak audibly, fluently and with a full command of Standard English in all situations is vital for clear communication.  To know strategies to find and explain the meaning of words and offer alternative synonyms.
<b>Disciplinary Knowledge</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
<b>Following instructions</b>	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions	To follow complex directions/multi-step instructions without the need for repetition.	To follow complex directions/multi-step instructions without the need for repetition. To recognise deliberate "tricks" within a set of instruction.	To follow complex directions/multi-step instructions without the need for repetition. To recognise deliberate "tricks" within a set of instruction. To challenge or ask question to clarify understanding of instructions (e.g. through the use of the Progression of Sentence Stems document).

<p><b>Drama, Performance and Confidence</b></p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions (e.g. through Experience Days).</p>	<p>To use intonation when reading aloud to emphasise punctuation through a variety of genres, including poetry (e.g. through Demonstration Reading). To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.  To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>To narrate a variety of texts (e.g. stories, non-fiction and poetry) with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.  To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s).  To select and use appropriate registers for effective communication (e.g. debate, persuasive speaking, stories, non-fiction and poetry).</p>
<p><b>Speaking for a Range of Purposes</b></p>	<p>To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear.  To adapt their ideas in response to new information.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener.  To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising,</p>

				<p>imagining and exploring ideas. To refer back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
<b>Participating in Discussion</b>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions. (e.g. through the use of the Progression of Sentence Stems document).</p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum. (e.g. through the use of the Progression of Sentence Stems document).</p>	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. (e.g. through the use of the Progression of Sentence Stems document).</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand. (e.g. through the use of the Progression of Sentence Stems document).</p>
<b>Vocabulary</b>	<p>justifiable reasoning, evidence, audience, vocabulary, unfamiliar, respond, peers, rehearse, role play, emotions, narrative retelling, relevant, viewpoint,</p>	<p><b>See previous year PLUS:</b> adjectives, adverbial phrases, expanded noun phrases, (in)formal, appropriate, contexts, repetition, intonation, debate, specific,</p>	<p><b>See previous year PLUS:</b> justification, responsive, participate, ambitious detail, sustained, challenge,</p>	<p><b>See previous year PLUS:</b> curiosity, articulate, justify, interrogation, generations, adventurous, ambitious, audibly, fluently, Standard English, constructive feedback, speculating, hypothesising, imagining, exploring, collaborative, interpretation, initiate,</p>

<p><b>Cross-curricular reading</b></p>	<p>Stone age texts (Stone Age boy, The Quarry poem)  British heritage texts (Macbeth, Double, Double, Toil and Trouble poem)  Rainforests (How the leopard got its spots, Great Kapok Tree)  Greek days (Myths of Perseus &amp; Medusa)  Egyptians (There's a pharaoh in my bath, Piercing the veil poem)  PSHE – The Red Crayon</p>	<p>Ancient Romans (Escape from Pompeii, Survivor: Escape from Pompeii, You wouldn't want to be a Roman soldier! How to be a Roman Soldier, The Usborne Official Roman Soldiers Handbook)  Extreme Earth (Escape from Pompeii, Survivor: Escape from Pompeii)  Climate Change/Living things and their habitats (The Last Bear)  Anglo-Saxons (Beowulf)  Digestion (various explanation texts)  PSHE – King and King</p>	<p>Local area study (Floodlands)  Space (various info texts)  Vikings (The Kraken poem, Viking Boy)  Shackleton's journey  Local study (Little Foxes, The Fox and the ghost king)  PSHE – And Tango makes three</p>	<p>WW2 (Diary of Anne Frank, Rose Blanche, Letters from the Lighthouse, Friend or Foe)  Evolution (Skellig)  Baghdad (1001 Arabian Nights)  Greek Days (Odysseus)  PSHE – Princess Boy</p>
<p><b>Christian Values</b></p>	<p><b>Courage</b> – Children develop the courage to express their thoughts and emotions to both small and large audiences and know that they will not get it right first time. They are taught that people will not always agree with them and strategies for respectful mediation.</p> <p><b>Fairness:</b> Children are taught the language to politely debate and respect equal opportunities. They put themselves into the position of characters, to explore their motivation and emotions. They use role play, hot-seating and debate to ensure they develop the full sense of a character or real-life historical figure.</p> <p><b>Kindness:</b> Kindness is fostered through the teaching of appropriate tone, volume and register.</p> <p><b>Koinonia:</b> Children are encouraged to work collaboratively and given the skills to ensure all group members are heard.</p>			

	<p><b>Responsibility:</b> Children develop the discipline for using appropriate word choices and know the effects of these words.</p> <p><b>Thankfulness:</b> Through speaking and listening activities across the curriculum, children develop an appreciation for their own situations and are thankful for the opportunity to hear contrasting opinions. Children are thankful for sharing their thoughts and having their own opinions heard.</p> <p><b>Truthfulness:</b> Through spoken language and body language, children learn how they can communicate honesty and integrity and consequently can interpret this in others.</p>
<p><b>Spiritual Development</b></p>	<p>Spirituality is the act of being fully human by discovering and revealing ourselves through love. We realise this through the personal stories that hold meaning for us and help us to become who we are. The more that we explore these and therefore journey to this land of the spirit, the more natural it becomes.</p> <p>Through the discussion of well-chosen texts, our children will experience positive changes within their soul. We aim for the texts that the children read to leave a lasting imprint, so that they mould their character, build their resilience and make a positive impact in the world that we live in. Children experience opportunities to discuss issues arising in their own local community and the wider world.</p> <p>This can be done through:</p> <ul style="list-style-type: none"> <li>• sharing empathy with authors and the characters in stories and plays and developing techniques to show emotions and sentiments through role play.</li> <li>• Understanding what makes a character a hero or heroine in literature, taking time to talk about these remarkable qualities and recognising these in people in their own lives.</li> <li>• Appreciating the beauty in language – receiving guidance as to the levels of formality and subtle nuances of language and their most appropriate use.</li> </ul>