remembering　　　　　　　　　*creating*

Speech, Speakers & New Vocabulary	Improvising & Performing Verbally

Spoken

grammar, device, register, viewpoint, audience

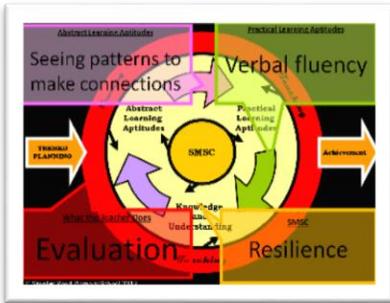| Speaking Clearly & Fluently	What is Speech Made Of?	Listening & Responding

using　　　　　　*analysing*　　　　　　*evaluating*

R•E•A•L Opportunities (How we will learn)

1 Verbal Fluency	2 Philosophy	3 Cross-Curricular Opportunities

1 Verbal Fluency

Our micro-curriculum statement has "Verbal Fluency" as the top 'Practical Learning Aptitudes' priority for pupils of Stanley Road. In each learning opportunity we seek opportunities for children to build vocabulary, express themselves verbally and listen to each other.

The teacher's role is to ask for responses and contributions in full sentences or verbal paragraphs, praising and rewarding the application of good reading and writing skills into speech. In other words, if you are learning to use but, or, so and yet in sentences, it needs to be conspicuous in your speech across the curriculum.

For further details on Stanley Road's REAL curriculum visit our website at www.stanleyroad.worcs.sch.uk .

2 Philosophy

Philosophy sessions happen weekly at Stanley Road, facilitated by an adult and based around a planned stimulus, allowing children time to think deeply, meditate on profound questions and discuss ideas

This is one of the prime areas where adults can model clear, ambitious and sophisticated language, where children can learn from accomplished peers and famous speakers and where they have the chance as individuals to express themselves at length and in depth.

There is more detail in the dedicated Philosophy curriculum document, but the two curricula have been designed to have strong links, especially in the building of *asking*, *arguing*, *listening* and *justifying* skills in the development of rhetorical skills and the study of great orators and thinkers.

3 Cross-Curricular Opportunities

There is not a single learning opportunity which is not made more effective by fluent, eloquent and considered speech. The effect is two sides of the coin.

1 Speech enriches the curriculum
All subject areas must plan time to question, discuss, reflect upon and evaluate what is learned. This will take the form of introductory discussions, structured plenary sessions or indeed entire lessons dedicated to talk. Opportunities must be sought in the foundation subjects to teach new learning in spoken language (see REAL Outcomes, below), for example, a history lesson where one group has to exaggerate the effects of the 2nd World War on Great Britain (*hyperbole*) and another has to play down its impact (*litotes*).

2 The curriculum enriches speech
The subject specific words, phrases and expressions in history, geography, art, music et.al. should (i) become key parts of subject-based speech ("remember how we scrambled down the **scree**…") and (ii) be used for colour, allusion, examples and even metaphor ("Mr Cameron is as slippery as **scree** on this matter!")

Entitlements

Children are entitled to speak and be heard at Stanley Road, with opportunities including:

➢ P4C as a weekly entitlement
➢ Learning Partners initiative embedded in all lessons as a talk-rich collaborative tool
➢ Pupil voice opportunities such as Leading Learning Days, School Council and Eco council
➢ An interactive and reflective style of pastoral assembly where children make a contribution
➢ Class assemblies which require all participants to compose and deliver spoken elements
➢ Digital opportunities such as podcasting, Augmented Reality and film-making throughout the curriculum.
➢ Being exposed to the great speeches and speakers of the past and the present day, as part of the wider curriculum.

Cross-Curricular Learning				
	ART & DESIGN: The *to look* and the *to critique* objective in the Art & Design REAL curriculum requires children to examine closely their own art and the art of others. The Spoken Language Curriculum should facilitate quality exploration of what can be seen, what this means and what the artists aesthetic intentions may have been and how successful this has been.	**COMPUTING:** Not only does digital technology provide an opportunity to analyse, evaluate, and improve speech, but gives opportunities to plan and record podcast, speeches, radio shows and interviews. In the *to troubleshoot* objective of the computing REAL Curriculum children express themselves logically, asking and answering questions about the systems of computing.	**DANCE:** When choreographing and rehearsing, children should develop growing clarity of communication, both verbal and non-verbal. The evaluation of recorded, live and personal performances is a chance to use the Spoken Language REAL curriculum to ensure high quality age-appropriate responses.	**DESIGN & TECHNOLOGY:** The *to communicate* objective in the D&T REAL Curriculum asks children to draw, write and present with increasing impact, efficiency and sophistication. When facilitating this strand the Spoken Language REAL Curriculum should be a key document, underpinning the development of structured speech.
	GEOGRAPHY: Children ought to be using the Spoken Language REAL Curriculum in geography to describe and interrogate data, to argue for cause and effect and to debate the ethical and environmental impact of geographical change over time.	**HISTORY:** History lessons ought to be rich with talk, particularly in terms of imaginative empathy (how did they feel, what was it like…?) and clear, verbal narratives, suggesting cause and effect and justifying opinions by quoting data, evidence and precedents from wider learning.	**LANGUAGES:** Stanley Road's chosen language is German. Children out to bring all of their English speaking and listening skills to bear on communication and response in their new foreign language.	**MATHEMATICS:** Mathematics should be saturated with quality talk: describing processes, narrating calculations, articulating ideas, orally troubleshooting mistakes and promoting the highest quality reasoning and reflection, in line with the Spoken Language REAL Curriculum.
	MUSIC: As the Spoken Language REAL Curriculum gets more sophisticated, words like *pitch, dynamics, pace* etc. emerge. Nothing learned in music about controlling sound and moving the audience will be wasted in English and the two should have strong links with the each other.	**PHILOSOPHY:** Philosophy lessons will give children the opportunity to talk, deeply and at length. It will also provide structures and devices which will support language development. The two curricular work hand in hand and should be taught as two sides of the same coin.	**PHYSICAL EDUCATION:** Clear, respectful and efficient verbal communication is key to sport and team games, for safety, team-work and coaching. The standards of the Spoken Language REAL Curriculum should underpin communication and dialogue in PE lessons.	**SCIENCE:** Science is a good place to develop quality non-fiction verbal presentation and reporting skills, but also an opportunity to gather vocabulary and phraseology which will not occur elsewhere and can be put to use in general speech.

Curriculum Foundations

Philosophy: Spoken language and philosophy go hand in hand; the language is the evidence of the thought. One branch of philosophy not included in the Philosophy Curriculum is rhetoric, the art of public speaking and persuasion. In the Spoken Language curriculum we will teach the figures of speech and rhetorical devices that will enable children to get across their point of view and persuade others of their perspective.

The philosophy of words, language and meaning should be a by-product of the spoken language curriculum. We want children to ponder: "what do you *mean* 'good'? What *is* a 'virtue?"

SMSC: Implicit in the Spoken Language Curriculum is the idea of **listening**. Stanley Road is a colourful and vibrant community, of mixed and intermingled social backgrounds, ethnic origins, home languages and religious beliefs.

The chance to speak, listen and **be heard** is key to the developing concepts of first **tolerance**, then **acceptance** and finally **celebration** of difference. Lessons must allow room for the discussion of social, moral, Spiritual and Cultural contexts, grounding Stanley Road's learning in its community's collective experience.

R•E•A•L Objectives (What we will learn to do)

Children should learn:

to be heard	to select a register	to articulate	to structure	to ask
using	using	using	using	analysing
Children speak audibly and fluently, so that they can be heard and understood. *P&S: Myself and Others, Staying Safe* Children become aware of their significance as an individual and their right to be heard.	Children vary their tone of voice, vocabulary and style to suit the listener. *P&S: Myself and Others* Pupils consider the effect of their words, developing empathy and an awareness of the feelings and perceptions of others.	Children describe and explain ideas, concepts, events and trains of thought. *P&S: Myself and Others* Children are taught to express themselves verbally, therefore allowing them to explore themselves and their relationships with others.	Children use a growing range of devices and figures of speech to organise their verbal ideas.	Children listen to the arguments of others, clarifying ideas and meaning through inquiry. *P&S: Healthy Body/Healthy Mind* Children are given the freedom to enquire, including asking the difficult personal and social questions that lie at the root of safety and development.

to critique	to respond	to imagine	to perform
analysing	evaluating	creating	creating
Children listen to historical, present day, personal and peer speech, analysing its texture, structure and significance. *P&S: Myself and Others* Develop the ability to take criticism with humility and give it constructively.	Children listen with growing attention, giving thoughtful, evaluative answers, responding sequentially and relevantly.	Children speculate, invent and improvise ideas, developing new viewpoints and perspectives.	Children speak rehearsed and improvised pieces with expression, and a sense of audience.

The Depth & Breadth Assessment Model: Points System

Phase 1			Phase 2			Phase 3		
Year 1		Year 1	Year 3		Year 4	Year 5		Year 6
Surface Learning	Enhanced Learning	Deep Learning	Surface Learning	Enhanced Learning	Deep Learning	Surface Learning	Enhanced Learning	Deep Learning
1 2 3	4 5 6		7 8 9	10 11 12		13 14 15	16 17 18	
3⁺	6⁺		9⁺	12⁺		15⁺	18⁺	

We are assessing not just the amount that children learn, but the **depth** and **breadth** of their learning. We monitor how well a child understands a concept and how useful that learning becomes. Progress in the D&B model widen from shallow, surface-level learning, to an enhanced understanding then beyond, into deep, thoughtful ownership. Extremely deep and rich learning within a year group is recorded as *n+* signifying mastery of the subject.

We chart children's understanding on this continuum, giving them a numerical score, based on averages. This is their attainment. The difference in *attainment* from one assessment to the next is their *progress.* The combination of both in a broad picture is their *achievement.*

with support and modelling	with modelling	independently	mastery (*n+*)
Children attempt and complete learning after concepts and skills are clearly demonstrated. They make mistakes, are assisted and use consistent	Children attempt and complete learning after concepts and skills are clearly demonstrated. They work collaboratively or unaided, needing	Children attempt and complete work confidently and independently, in collaboration or alone. They are largely unaided with minimum scaffolding and	Children's knowledge and understanding of the subject is so deep and thorough that they have required personalised extension and enrichment

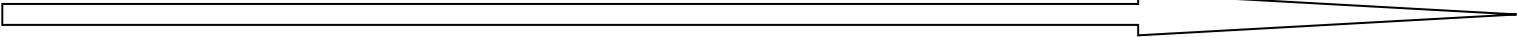| and continuing feedback to improve during the process.	formative feedback, demonstrating maturing skills and concepts.	are demonstrating embedded skills and concepts.	from the class teacher. Their work shows unusual insight, broad applications and great creativity.

PHASE 1

Depth of Learning		Stage of Teaching		Breadth of Learning				
				To be heard	**To select a register**	**To articulate**	**to structure**	**To ask**
				using	using	using	using	analysing
1	Surface Learning	Aut	Year 1	**To be heard:** With support and modelling, I can be encouraged to briefly contribute to a spoken learning experience. **To be heard:** With support and feedback I can speak audibly.	**To select a register:** with support and modelling I can change my voice in character.	**To articulate:** With support and modelling I can say what I think.	**To structure:** With support and modelling I can structure my spoken language with time connectives (firstly, next, then, finally etc.) **To structure:** I can structure my reasoning with *because*.	**To ask:** With support, modelling and prompting (in a forum where questioning is encouraged) I can think of a relevant question some of the time.
2	Surface Learning	Spr	Year 1	**To be heard:** With modelling, I can be encouraged to contribute to a spoken learning experience. **To be heard:** With feedback I can speak audibly.	**To select a register:** with modelling I can explore simple tones of voice (*including but not limited to: worried, happy, bossy, excited, in charge*)	**To articulate:** With modelling I can describe my idea simply.	**To structure:** With modelling I can structure my spoken language with time connectives. **To structure:** I can structure my discourse with *because*.	**To ask:** With support and modelling (in a forum where questioning is encouraged) I can think of a relevant question.
3	Enhanced Learning	Sum	Year 1	**To be heard:** I can often contribute to a spoken learning experience. **To be heard:** I can speak audibly most of the time in spoken learning. PSED: Healthy body & mind.	**To select a register:** I can explore simple deliberate tones of voice sometimes without prompting. (*including but not limited to: worried, happy, bossy, excited, in charge*).	**To articulate:** During discussions I can describe my ideas giving simple reasons and occasionally some detail.	**To structure:** I can use time connectives with confidence to give a simple structure to my ideas.	**To ask:** With modelling I can think of a relevant question at a time when questions are invited, based on a frame of reference or existing question.
4	Enhanced Learning	Aut	Year 2	**To be heard:** With support and modelling I always manage to contribute in organised speech setting (*circle time, P4C etc.*) **To be heard:** With support and modelling my contributions are well-enunciated enough to be audible to the listener.	**To select a register:** With support and modelling I begin to select a formal register on some occasions when talking in class (*e.g. there is a difference between how I speak in circle time to how I collaborate in PE*)	**To articulate:** With support and modelling I can sometimes speak in sentences. ["Why don't you like ice cream Hayley?" "I don't like ice-cream because it's too cold and it hurts my teeth.]	**To structure:** With support and modelling I can structure my discourse with "because", "agree" and "disagree."	**To ask:** With support and modelling I can generate my own verbal questions about a story / object / fact, sometimes converting observations into questions: ["It's so spiky ... I mean, why is it so spiky?"]
5	Deep Learning	Spr	Year 2	**To be heard:** With modelling I always manage to contribute in organised speech setting (*circle time, P4C etc.*) **To be heard:** With modelling my contributions are clear and well-enunciated.	**To select a register:** With modelling I attempt to select a formal register for certain occasions when talking in class (*e.g. when filming our Geography weather reports*)	**To articulate:** With modelling I can sometimes speak in sentences.	**To structure:** With modelling I can structure my discourse with "because", "agree" and "disagree."	**To ask:** With modelling I can generate my own verbal questions about a story / object / fact.
6	Deep Learning	Sum	Year 2	**To be heard:** I always contribute in an organised speech setting (*circle time, P4C etc.*) **To be heard:** My verbal contributions are clear and well-enunciated. PS: Healthy Body & mind, individual liberty- e.g explain healthy choices and reasons for choices.	**To select a register:** At times, (*role-play, P4C, discussions, circle time*) I independently select a formal register, speaking more clearly with evidence of choosing standard words deliberately.	**To articulate: In formal speech settings (p4c, circle time, debates etc.)** I can sometimes independently reply speak in whole sentences. ["I disagree with Gordon because I think that time started at the big bang and it will stop at the end of the world."]	**To structure:** I can structure my discourse with "because", "agree" and "disagree." PS- give reasons for healthy choices using because.	**To ask:** I ask simple but relevant questions spontaneously when confronted with a stimulus.

PHASE 1

Depth of Learning		Stage of Teaching			**Breadth of Learning**			
					to critique	**to respond**	**To imagine**	**To perform**
					analysing / evaluating	evaluating	creating	creating
1	Surface Learning	Aut	Year 1		**To critique:** With support and modelling, I can remember a detail from my learning partner's contribution.	**To respond:** With reminders and environmental cues, I look at the person who is speaking.	**To imagine:** With support and modelling I can use simple language to describe and express my creative ideas.	**To perform:** With support and modelling I can speak in imaginative play and learning-based role-play, either developing my own dialogue or speaking that of another. **To perform:** With support and modelling I can begin to improvise simply in role. **To perform:** With support and modelling I can project my voice in performance.
2		Spr			**To critique:** With modelling I can remember a detail from my learning partner's contribution.	**To respond:** With environmental cues, I look at the person who is speaking. **To respond:** My responses are often relevant to the topic.	**To imagine:** With modelling I can use simple language to describe and express my creative ideas, elaborating when questioned.	**To perform:** With modelling I can speak in imaginative play and learning-based role-play, either developing my own dialogue or speaking that of another. **To perform:** With modelling I can begin to improvise simply in role. **To perform:** With modelling I can project my voice in performance.
3	Enhanced Learning	Sum			**To critique:** I can remember a detail from my learning partner's contribution.	**To respond:** Most of the time my body language shows I am listening. **To respond:** My responses are usually relevant to the topic.	**To imagine:** I use simple language to describe and express my creative ideas, elaborating when questioned and self-correcting hen my meaning is unclear. "It's a Dragon Fighter Flyer Mobile! The fire comes out here and the fuel goes in there, no, wait, *that's* the petrol cap. It goes in there!"	**To perform:** I can speak in rehearsed or practiced imaginative play and learning-based role-play, either developing my own dialogue or speaking that of another. **To perform:** I can begin to improvise simply in role, some of the time. **To perform:** I can project my voice in performance.
4		Aut	Year 2		**To critique:** With support and modelling I can begin to identify features of language used by myself (time connectives, ideas, theories, agreements, challenges etc.)	**To respond:** With support and modelling I show I am listening with a range of signals (*eye contact, body language, responses etc.*) **To respond:** With support and modelling I respond simply to other people's ideas using the words "agree" and "disagree" and offer challenge to the views of others giving a simple reason.	**To imagine:** With support and modelling I can verbally develop starting points for stories, investigations and experiments using *what if?* **To imagine:** With support and modelling I can verbally plan my intentions in a story, article, structure, painting etc.	**To perform:** With support and modelling I can begin to assume characters for performance, changing my voice and body language to communicate I am in role.
5	Deep Learning	Spr			**To critique:** With modelling I can begin to identify features of language used by myself (time connectives, ideas, theories, agreements, challenges etc.)	**To respond:** With modelling I show I am listening with a range of signals **To respond:** With modelling I respond simply to other people's ideas using the words "agree" and "disagree" and offer challenge to the views of others giving a simple reason.	**To imagine:** With modelling I can verbally develop starting points for stories, investigations and experiments using *what if?* and elaborating simply. **To imagine:** With modelling I can verbally plan my intentions in a story, article, structure, painting etc.	**To perform:** With modelling I can begin to assume characters for performance, changing my voice and body language to communicate I am in role.
6		Sum			**To critique:** I can begin to identify features of language used by myself, my peers and great speakers (time connectives, ideas, theories, agreements, challenges etc.)	**To respond:** In the majority of spoken sessions I listen attentively and without distraction. **To respond:** I respond simply to other people's ideas using the words "agree" and "disagree", offering challenge to the views of others and giving a simple reason. ["I disagree with Bailey because I don't think animals have souls. There can't be tigers in heaven!"] PS: respond to other's views and opinions regarding Healthy body & mind	**To imagine:** I can verbally develop starting points for stories, investigations and experiments using *what if?* as a starting point, including prequels, sequels and parodies. **To imagine:** I can verbally state my creative intentions in a story, article, structure, painting etc., visualising the finished article.	**To perform:** I can assume characters for performance, changing my voice and body language to communicate I am in role.

PHASE 2

Breadth of Learning →

Depth of Learning	Stage of Teaching			To be heard	To select a register	To articulate	to structure	To ask
				using	using	using	using	analysing
Surface Learning	7	Aut	Year 3	**To be heard:** With support and modelling I am beginning to project my voice in formal speech settings, with the intention of being heard and speaking clearly.	**To select a register:** With support and modelling I can explore saying the same things in an informal and a formal register, to practice the distinction. [It's like, we don't want no uniform at Stanley Road, as it's a pain in the neck!" ; "We don't want school uniform at Stanley Road because it is not enjoyable or comfortable.]	**To articulate:** With support and modelling I speak and reply in complete sentences in a formal speech setting (p4c, circle time etc.) the majority of the time. **To articulate:** With support and modelling I begin to speak in more sophisticated sentences using conjunctions to extend ideas.	**To structure:** With support and modelling I can begin to structure verbal presentations, arguments and address into tripartite formation. *(beginning -middle-end, thesis-antithesis-synthesis; firstly, secondly, finally etc.)*	**To ask:** With support and modelling I can demonstrate my interest and engagement by coming up with intelligent, subject-specific questions in response to stimuli. **To ask:** With support and modelling I can ask for clarification from my teacher and peers.
	8	Spr		**To be heard:** With modelling I am beginning to project my voice in formal speech settings, with the intention of being heard and speaking clearly.	**To select a register:** With modelling I can explore saying the same things in an informal and a formal register, to practice the distinction. ["It's a wicked track and you need it, now!" ; "This is an excellent piece of music and I recommend it to download or buy immediately!"]	**To articulate:** With modelling I speak and reply in complete sentences in a formal speech setting (p4c, circle time etc.) the majority of the time. **To articulate:** With modelling I begin to speak in more sophisticated sentences using simple conjunctions to extend ideas into complex sentences. ["You say people should recycle more *because* the world is full of rubbish, *but*, recycling hurts the environment too!"]	**To structure:** With modelling I can begin to structure verbal presentations, arguments and address into tripartite formation.(**Thesis** "School uniform is cheap and it looks smart". **Antithesis** "However, we are supposed to be individuals at Stanley Road and everyone wearing red is not very individual." **Synthesis** I suppose in the end it's a choice between smart and being yourself.")	**To ask:** With modelling I can demonstrate my interest and engagement by coming up with subject specific questions in response to stimuli. **To ask:** With support and modelling I can ask for clarification from my teacher and peers.
Enhanced Learning	9	Sum		**To be heard:** I am beginning to project my voice in formal speech settings independently, with the intention of being heard and speaking clearly.	**To select a register:** I can confidently explore saying the same things in an informal and a formal register, tom practice the distinction, drawing parallels between the two.	**To articulate:** I confidently speak and reply in complete sentences in a formal speech setting (p4c, circle time etc.) the majority of the time. **To articulate:** I begin to speak in more sophisticated sentences using several multiple simple conjunctions to extend ideas into complex sentences.	**To structure:** I can confidently structure verbal presentations, arguments and address into tripartite formation.	**To ask:** I demonstrate my interest and engagement by coming up with relevant subject specific questions in response to stimuli. ["When did the Romans start calling Zeus Jupiter?"] **To ask:** In discussion I ask for clarification from my teacher and peers.
	10	Aut	Year 4	**To be heard:** With support and modelling I project my voice in formal speech settings, with the intention of being heard and speaking clearly; if I repeat, I repeat with greater clarity.	**To select a register:** With support and modelling I can begin to speak in a persuasive style, rehearsing three registers: logical, emotive and communal. **To select a register:** With support and modelling I can explore deliberate vocabulary choices (formal English, slang/dialect; technical, etc.) to meet the needs of my audience.	**To articulate:** With support and modelling I can modify my ideas and arguments with adverbials of probability: *definitely, certainly, clearly, obviously, possibly, perhaps, probably, maybe.* **To articulate:** With support and modelling I speak in more sophisticated sentences using multiple complex conjunctions to extend ideas into complex sentences.	**To structure:** With support and modelling I can experiment with a limited range of rhetorical devices when I speak. (including, but not limited to deliberate repetition, epistrophe, anaphora, rhetorical questions,	**To ask:** With support and modelling I can challenge and clarify the thinking of others by asking questions. **To ask:** With support and modelling I can begin to use higher order question words in my verbal learning. ["**What if** every word of fairy tales was true?"]
Deep Learning	11	Spr		**To be heard:** With modelling I project my voice in formal speech settings, with the intention of being heard and speaking clearly; if I repeat, I repeat with greater clarity.	**To select a register:** With modelling I can begin to speak in a persuasive style, rehearsing three rhetorical modes: logical, emotive and communal. **To select a register:** With modelling I can explore deliberate vocabulary choices to meet the needs of my audience.	**To articulate:** With modelling I can modify my ideas and arguments with adverbials of probability. **To articulate:** With support and modelling I speak in more sophisticated sentences using multiple complex conjunctions to extend ideas into complex sentences. ["You say the world is a sphere, **however**, you've never been into space, **so** how can you be sure?"]	**To structure:** With modelling I can experiment with a limited range of rhetorical devices when I speak. (including, but not limited to deliberate repetition, epistrophe, anaphora, rhetorical questions,	**To ask:** With modelling I can challenge and clarify the thinking of others by asking them relevant questions. ["So, if you say we shouldn't eat meat, do you mean *animals* shouldn't eat meat, like lions and stuff?"] **To ask:** With modelling I can begin to use higher order question starters in my verbal learning.
	12	Sum		**To be heard:** In formal speech settings, I confidently project my voice with the intention of being heard and speaking clearly; if I repeat, I repeat with greater clarity.	**To select a register:** I can independently begin to speak in a persuasive style, rehearsing three registers: logical, emotive and communal. **To select a register:** I explore deliberate vocabulary choices to meet the needs of my audience.	**To articulate:** With modelling I can modify my speech with adverbials of probability. **To articulate:** I speak in more sophisticated sentences using multiple complex conjunctions to extend ideas into complex sentences.	**To structure:** I can experiment with a limited range of rhetorical devices when I speak. (including, but not limited to deliberate repetition, epistrophe, anaphora, rhetorical questions,	**To ask:** I confidently challenge and clarify the thinking and arguments of others by asking relevant questions. **To ask:** I can begin to use higher order question starters in my verbal learning.

PHASE 2

Depth of Learning

Stage of Teaching

Breadth of Learning

	to critique	to respond	To imagine	To perform
	analysing / evaluating	evaluating	creating	creating

7 — Aut — Year 3 — Surface Learning

- **To critique:** With support and modelling I can begin to discuss the structure and vocabulary of my own prepared and rehearsed speeches.
- **To respond:** With support and modelling I can answer questions about my ideas or thoughts, giving reasons.
  To respond: With support and modelling I can refer to the arguments and ideas of others when I respond during discussion. ["It's like Laura said: 'We're not on our own, there's a whole class here!' She's right"]
- **To imagine:** With support and modelling I can begin to use thought experiments or give analogies in my discussions.
  To imagine: With support and modelling I can begin to answer questions and improvise in role as a character.
  To imagine: With support and modelling I can use language to paint a picture, showing others how I visualise. ["I'm going to paint a large canvas, all blue and green, and I'm going to have little sea creatures darting around"]
- **To perform:** With support and modelling I can begin to improvise scenes, play-lets and dramas based upon my learning in the curriculum.
  To perform: With support and modelling in my improvisations I can begin to imply emotions and feelings through my tone of voice.

8 — Spr — Year 3 — Surface Learning

- **To critique:** With modelling I can begin to discuss the structure and vocabulary of my own and my peers' prepared and rehearsed speeches.
- **To respond:** With modelling I can answer questions about my ideas or thoughts, giving reasons. ["I mean that if you're rich, it doesn't mean you are greedy as well, it's not that simple..."]
  To respond: With modelling I can refer to the arguments and ideas of others when I respond during discussion.
- **To imagine:** With modelling I can begin to use thought experiments or give analogies in my discussions. ["Imagine I give you £5 but tell you have to say a bad word to keep the £5 ..."]
  To imagine: With modelling I can begin to answer questions and improvise in role as a character.
  To imagine: With modelling I can use language to paint a picture, showing others how I visualise.
- **To perform:** With modelling I can begin to improvise scenes, play-lets and dramas based upon my learning in the curriculum.
  To perform: With modelling in my improvisations I can begin to imply emotions and feelings through my tone of voice.

9 — Sum — Enhanced Learning

- **To critique:** I can begin to confidently analyse and evaluate the structure and vocabulary of my own and others' prepared and rehearsed speeches. ["It's good because I used alliteration, I spoke clearly and I had a thesis-antithesis-synthesis structure! I need more facts though."]
- **To respond:** I confidently answer questions about my ideas or thoughts, giving reasons and justifications.
  To respond: I confidently and respectfully refer to the arguments and ideas of others when I respond during discussion.
- **To imagine:** I can begin to use thought experiments, or give analogies in my discussions.
  To imagine: I can begin to answer questions and improvise in role as a character, making some relevant remarks.
  To imagine: With support and modelling I can use language to paint a picture, showing others how I visualise. ["So, the river is churning out the mud with pebbles like a kind of JCB digger?"]
- **To perform:** I can begin to improvise scenes, play-lets and dramas based upon my learning in the curriculum.
  To perform In my collaborative improvisations I imply emotions and feelings through my tone of voice.

10 — Aut — Year 4 — Enhanced Learning

- **To critique:** With support and modelling I can recognise the qualities of well-structured speech in established orators (e.g. Martin Luther King, John F Kennedy, Winston Churchill), discussing repetition, epistrophe, interesting vocabulary and rhetorical questions (see glossary)
- **To respond:** With support and modelling I can begin to take my place in a mediated discussion, using a range of structured responses to allow discussion to flow. [That's what I was going to say ... no, after you, ... what was your point again?... can you tell me more? ... I'm sorry I didn't hear you ... could you repeat that please? ... can you give me an example... what makes you say that? etc.]
- **To imagine:** With support and modelling I can design and develop thought experiments to understand ideas and cross-curricular learning. ["What if Jesus was born today? Would people react any differently?"]
  To imagine: With support and modelling I can speak in role as a character, answering questions and giving perspectives.
- **To perform:** With support and modelling I can develop characters, trying out different voices, emotions and movements to develop a performance.
  To perform: With support and modelling I show audience awareness, not turning my back on the audience, speaking clearly and projecting.

11 — Spr — Year 4 — Deep Learning

- **To critique:** With modelling I recognise the qualities of well-structured speech in established orators (e.g. Martin Luther King, John F Kennedy, Winston Churchill), and the speeches of my peers. ["He's used repetition. He said three times: "Bullying is old news!"]
- **To respond:** With modelling I can begin to take my place in a mediated discussion, using a range of structured responses to allow discussion to flow.
- **To imagine:** With modelling I can design and develop thought experiments to understand ideas and cross-curricular learning.
  To imagine: With modelling I can speak in role as a character, answering questions and giving perspectives. ["What do I eat? I'm a Viking! I eat meat! Brutally killed meat!"]
- **To perform:** With modelling I can develop characters, trying out different voices, emotions and movements to develop a performance.
  To perform: With modelling I show audience awareness when performing drama and poetry.

12 — Sum — Deep Learning

- **To critique:** I can confidently recognise and quote some qualities of well-structured speech in established orators (e.g. Martin Luther King, John F Kennedy, Winston Churchill et. al.), discussing repetition, epistrophe, interesting vocabulary, rhetorical questions and other relevant devices.
- **To respond:** I can confidently take my place in a mediated discussion, using a range of structured responses to allow discussion to flow.
- **To imagine:** I can design and develop thought experiments to understand ideas and cross-curricular learning.
  To imagine: I confidently speak in role as a character, answering questions and giving perspectives.
- **To perform:** I can develop characters, trying out different voices, emotions and movements to embellish a performance over time.
  To perform: I show basic audience awareness when performing drama and poetry.

PHASE 3

Breadth of Learning

Depth of Learning		Stage of Teaching	Year	To be heard	To select a register	To articulate	to structure	To ask
				using	using	using	using	analysing
13	Surface Learning	Aut	Year 5	**To be heard:** With support and modelling I can develop clarity alongside with dynamics so that whispering, speaking, projecting and shouting for emphasis are all audible and clear.	**To select a register:** With support and modelling I can vary words, phrases and tones to suggest an emotional response: an angry speaker, a frightened speaker, an uninterested speaker etc. **To select a register:** I can explore formal standard English vocabulary choices, interchanging them with informal ones in my speech. ["You could hop in the lift, I mean, travel in the elevator"]	**To articulate:** With support and modelling I can give structured verbal descriptions of objects (artworks, artefacts) and events (dance, a school trip) using a wide range of adjectival and adverbial phrases. **To articulate:** With support and modelling I can narrate a train of thought, a process, a narrative or an event (a maths problem? A change of mind in p4c?) clearly and efficiently.	**To structure:** With support and modelling I can experiment with a growing range of rhetorical devices when I speak. (including, but not limited to deliberate <u>repetition</u>, <u>epistrophe</u>, <u>anaphora</u>, <u>rhetorical questions</u>, <u>hyperbole</u>, <u>litotes</u>, <u>metaphor</u> and <u>simile</u>.)	**To ask:** With support and modelling I can ask for detail and explanation, of my teacher, peers and wider learning community, developing lines of inquiry across the curriculum based on my own learning gaps and enthusiasms.
14	Surface Learning	Spr	Year 5	**To be heard:** With modelling I can develop clarity alongside with dynamics so that whispering, speaking, projecting and shouting for emphasis are all audible and clear.	**To select a register:** With support and modelling I can speak with emotional and unemotional responses, using words, phrases and tones to suggest an angry speaker, a frightened speaker, an uninterested speaker etc. **To select a register:** I can explore formal standard English vocabulary choices, interchanging them with informal ones in my speech.	**To articulate:** With support and modelling I can give structured verbal descriptions of objects (artworks, artefacts) and events (dance, a school trip) using a wide range of adjectival and adverbial phrases. **To articulate:** With support and modelling I can narrate a train of thought, a process, a narrative or an event (a maths problem? A change of mind in p4c?) clearly and efficiently.	**To structure:** With modelling I can experiment with a growing range of rhetorical devices when I speak. (including, but not limited to deliberate <u>repetition</u>, <u>epistrophe</u>, <u>anaphora</u>, <u>rhetorical questions</u>, <u>hyperbole</u>, <u>litotes</u>, <u>metaphor</u> and <u>simile</u>.)	**To ask:** With modelling I can ask for detail and explanation, of my teacher, peers and wider learning community, developing lines of inquiry across the curriculum based on my own learning gaps and enthusiasms.
15	Enhanced Learning	Sum	Year 5	**To be heard:** I independently vary my spoken tone for emphasis, but maintain clarity and audibility at all times.	**To select a register:** With support and modelling I can speak with emotional and unemotional responses, using words, phrases and tones to suggest an angry speaker, a frightened speaker, an uninterested speaker etc. **To select a register:** I can explore formal standard English vocabulary choices, interchanging them with informal ones in my speech.	**To articulate:** I give structured verbal descriptions of objects (artworks, artefacts) and events (dance, a school trip) using a wide range of adjectival and adverbial phrases. **To articulate:** I can narrate a train of thought, a process, a narrative or an event (a maths problem? A change of mind in p4c?) clearly and efficiently.	**To structure:** I can experiment with a growing range of rhetorical devices when I speak formally, (including, but not limited to deliberate <u>repetition</u>, <u>epistrophe</u>, <u>anaphora</u>, <u>rhetorical questions</u>, <u>hyperbole</u>, <u>litotes</u>, <u>metaphor</u> and <u>simile</u>.)	**To ask:** I ask for detail and explanation, of my teacher, peers and wider learning community, developing lines of inquiry across the curriculum based on my own learning gaps and enthusiasms. ["So who did the Anglo Saxons worship – when did they become Christians – did any worship old gods in secret?"]
16	Enhanced Learning	Aut	Year 6	**To be heard:** With support and modelling I experiment with clear and supple annunciation of difficult or unfamiliar words and concepts, using variations of pitch, dynamics and pace and in my spoken language, making some words or phrases louder or crisper than others to make myself understood.	**To select a register:** With support and modelling I tailor my language, pace, dynamics and rhetoric to suit my audience's age, understanding, background and status. ["I'm preparing a speech for the governors. They are adults, they are educated and they are important."]	**To articulate:** With support and modelling I can use a range of sentence types, connectives, adjectival and adverbial phrases to express feelings, emotions and reactions.	**To structure:** With support and modelling I can develop a personal repertoire of rhetorical devices, (see above), structuring my speech and working towards a personal style.	**To ask:** With support and modelling I can develop linked questions and lines of enquiry during interviews and discussions. ["What did the Romans worship – how do we know – how does that compare to today – what is the legacy?"]
17	Deep Learning	Spr	Year 6	**To be heard:** With support and modelling I experiment with clear and supple annunciation of difficult or unfamiliar words and concepts, using variations of pitch, dynamics and pace and in my spoken language, making some words or phrases louder or crisper than others to make myself understood.	**To select a register:** With modelling I tailor my language, pace, dynamics and rhetoric to suit my audience's age, understanding, background and status.	**To articulate:** With modelling I can use a range of sentence types, connectives, adjectival and adverbial phrases to express changes to feelings, emotions and reactions.	**To structure:** With modelling I can develop a personal repertoire of rhetorical devices, (see above), structuring my speech and working towards a personal style.	**To ask:** With modelling I can develop linked questions and lines of enquiry during interviews and discussions.. ["We're going to ask Mr Singh 1 What is it like to be a Sikh. 2 Has he ever had any doubts? 3 If he has, what changed his mind? 4 What advice would he give a young Sikh?"]
18	Deep Learning	Sum	Year 6	**To be heard:** I independently vary pitch, dynamics and pace and in my spoken language, making some words or phrases louder or crisper than others to make myself understood. ["What she intends to **do** about uniform Mrs Potter will not *el-uc-i-date*!"]	**To select a register:** I can tailor my language, pace, dynamics and rhetoric to suit my audience's age, understanding, background and status. ["We are going to give this speech to reception, so we won't talk to fast, we'll crack a few jokes and we'll explain the long words.."]	**To articulate:** I can confidently use a range of sentence types, connectives, adjectival and adverbial phrases to express narratives of feelings, emotions and reactions.	**To structure:** I demonstrate a confident and independent repertoire of rhetorical devices structuring my speech and giving me a personal style.	**To ask:** I can independently develop and adapt linked questions during interviews and discussions.

PHASE 3

Depth of Learning		Stage of Teaching		to critique		to respond	To imagine	To perform
				analysing	evaluating	evaluating	creating	creating
13	Surface Learning	Aut	Year 5	**To critique:** With support and modelling I can discuss the message and subtext of famous or classic speeches, suggesting why certain words or phrases were used.	**To critique:** With support and modelling I can follow a complex or longer argument, listening closely and referring back to earlier points and managing side issues. ["I think that the war was a bad thing because it killed so many people but to go back to what Zain said, some old grannies said the war was their happiest time. Can I ask a question, though? Guy, what did you mean when you said 'there'll never be another war'?"]		**To imagine:** With support and modelling I can explore curricular areas with hypothetical ideas, using 'what if...' and 'imagine if ...' starters. ["Imagine if there had been no 2nd world war? What would be different?"] **To imagine:** With support and modelling I can develop stories and dramas through continued verbal improvisation.	**To perform:** With support and modelling I begin to use accents and pitch in my vocal performances for dramatic or comic effect. **To perform:** With support and modelling I explore dynamics in my vocal performance, making the sound subtly louder or quieter for deliberate effect.
14		Spr		**To critique:** With modelling I can discuss the message and subtext of famous or classic speeches, and those of my peers, suggesting why certain words or phrases were used.	**To respond:** With modelling I can follow a complex or longer argument, listening closely and referring back to earlier points and managing side issues. ["I don't agree with what Cath said, because I don't think animals feel like humans, and I don't agree with what Brandon said because I don't think animals are bad for eating meat but Hana has confused me, because I think humans kill for taste, not just to stay alive."]		**To imagine:** With modelling I can explore complex hypothetical ideas and conjectures, verbally working out possible answers. ["What if you doubled all of these quantities in the experiment, but halved all of these. Knowing what you know what would be the result?"] **To imagine:** With modelling I can develop stories and dramas through continued verbal improvisation.	**To perform:** With modelling I begin to use accents and pitch in my vocal performances for dramatic or comic effect. **To perform:** With modelling I explore dynamics in my vocal performance, making the sound subtly louder or quieter for deliberate effect.
15	Enhanced Learning	Sum		**To critique:** I can confidently analyse the message and subtext of famous or classic speeches, and those of my peers, suggesting why certain words or phrases were used. ["He was talking to people who were scared and had been bombed, so repeating "fight...", "fight...", "fight..." – that's _anaphora_, isn't it? – will make everyone want to carry on."]	**To respond:** In debates and discussions I confidently follow a complex or longer argument, listening closely, quoting myself and others, and referring back to earlier points and managing side issues.		**To imagine:** I can develop my own hypothetical ideas and conjectures, verbally working out possible answers. **To imagine:** I can confidently develop stories and dramas through continued verbal improvisation.	**To perform:** I attempt accents and changes in pitch in my vocal performances for dramatic or comic effect. **To perform:** I explore differences in dynamics in my vocal performance, making the sound subtly louder or quieter for deliberate effect.
16		Aut	Year 6	**To critique:** With support and modelling I can offer advice and coaching in speaking and performance to my peers, based on the best practice I have observed in famous orators and my peers. **To critique:** With support and modelling I can judge successes and failures in tone, register and vocabulary choice in my speech.	**To respond:** With support and modelling I respond to the ideas of others with examples from my own life, learning and experience. **To respond:** With support and modelling I am able to summarise, interpret and challenge the arguments and ideas of my peers, quoting them and demonstrating strengths and flaws. ["But you said animals don't feel sad, but you admit they feel pain. If you've never been an animal how do you know either? If you're guessing at 'pain' you may as well guess at 'sad'.]		**To imagine:** With support and modelling I can improvise in role as a character from history or fiction, using phrases, dialect and new learning from the topic. **To imagine:** With support and modelling I can describe my imaginary ideas, theories and designs in detail and at length, without recourse to notes or pictures.	**To perform:** With support and modelling I explore pauses and variations in pace for effect in my vocal performances.
17	Deep Learning	Spr		**To critique:** With modelling I can offer advice and coaching in speaking and performance to my peers, based on the best practice I have observed in famous orators and my peers. **To critique:** With modelling I can judge successes and failures in tone, register and vocabulary choice in my speeches and those of my peers.	**To respond:** With modelling I respond to the ideas of others with examples from my own life, learning and experience. **To respond:** With modelling I am able to summarise, interpret and challenge the arguments and ideas of my peers, quoting them and demonstrating strengths and flaws.		**To imagine:** With modelling I can improvise in role as a character from history or fiction, using phrases, dialect and new learning from the topic. **To imagine:** With modelling I can describe my imaginary ideas, theories and designs in detail and at length, without recourse to notes or pictures.	**To perform:** With modelling I explore combining pauses and variations in pace with dynamics and pitch for effect in my vocal performances.
18		Sum		**To critique:** I can offer advice and coaching in speaking and performance to my peers, based on the best practice I have observed in famous orators and my peers. **To critique:** I can judge successes and failures in tone, register and vocabulary choice in my speeches and those of my peers.	**To respond:** I confidently respond to the ideas of others with examples from my own life, learning and experience. **To respond:** I sensitively summarise, interpret and challenge the arguments and ideas of my peers, quoting them and demonstrating strengths and flaws.		**To imagine:** I confidently improvise in role as a character from history or fiction, drawing on wide range of vocabulary, phrases, dialect and new learning from the topic. **To imagine:** I confidently describe my imaginary ideas, theories and designs in detail and at length, without recourse to notes or pictures.	**To perform:** I confidently speak with deliberate variations in the pace, duration, pitch and dynamics of my voice to have a deliberate effect on the audience.

Glossary (list of terms in the Spoken Language Curriculum)

Anaphora a device where emphasis is established by repeating the first words in a sentence, over and over. ("**We shall fight** on the landing grounds, **we shall fight** in the fields and in the streets, **we shall fight** in the hills. **We shall** never surrender." – Winston Churchill)

Communal mode of address (Gr. "Ethos") arguments or statements appealing to a sense of community and shared values. ("Bullying? I ask you … is that the Stanley Road way? Any bully at Stanley Road needs to get with the programme or go out the door? We, and I mean each one of us, won't stand for bullying at Stanley Road Primary School.")

Emotive mode of address (Gr. "*Pathos*") arguments or statements appealing to the feelings or emotions of the listener. ("I state again that school uniform humiliates the individual. Would you want your child crushed inside for the sake of a smart sweater?")

Epistrophe deliberately ending sentences on the same phrase or word for effect. ("I say this to you: I don't have a **problem**! Stanley Road Doesn't have a **problem**! Worcester doesn't have a **problem**! It's the *government* who has the **problem**!")

Hyperbole or *overstatement* over-describing or quantifying matters for rhetorical effect. ("We've heard this excuse from the government a million times" ; "he has a brain the size of a planet!")

Litotes or *understatement* under-describing matters for ironic or persuasive effect. ("The hurricane merely brushed the south coast" ; "some rap videos have a little bit of jewellery in them.")

Logical mode of address (Gr. "*Logos*") arguments or statements appealing to the mind of the listener through rational arguments, logic and facts. ("If 85% of Britons want school uniform then there is no use arguing, it's a majority!")

Metaphor descriptions involving literal comparison to something else ("The moon was a ghostly galleon" ; "the eyes are the windows of the soul.")

Repetition deliberately repeating the same sentence, word or phrase to bring home a message ("…and that government of **the people**, by **the people**, for **the people**, shall not perish from the earth..." *Abraham Lincoln in the Gettysburg Address*; "Yes we can!" *Barack Obama*.)

Rhetorical question a device where a question is asked designed to make you think or reflect, not to be answered literally ("Is this what we want for our children? Well is it?")

Simile descriptions involving similarities to something else, structured with 'as a', 'as', or 'like'. (He's shaking like a jelly!")