

# Speaking and Listening at Glasshoughton Infant Academy



I can understand 'why' questions like, "Why do you think the caterpillar got fat?"  
I can sing a large repertoire of songs  
I know many rhymes and I am able to talk about familiar books and be able to tell a long story  
I can start a conversation with an adult or a friend and continue it for many turns  
I can use talk to organise myself and my play: "Let's go on the bus....you sit there...I'll be the driver"

I can understand a question or instruction that has two parts, such as 'Get your coat and wait at the door'  
I can use longer sentences of four to six words  
I can express my point of view and debate when I disagree with an adult or friend, using words as well as actions

I can enjoy listening to longer stories and can remember much of what happens  
I can use a wider range of vocabulary  
I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and the sounds r, j, th, ch, sh

**Spring term**

**Autumn term**

**Summer term**



I can engage in story times.  
I can learn rhymes, poems and songs.  
I can connect one idea or action to another using a range of connectives.  
I can describe events in some detail.  
I can use talk to help work out problems and organise my thinking and activities.

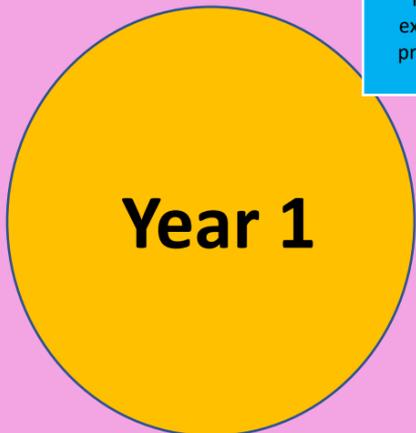
**Autumn term**

I can make comments about what I have heard and ask questions to clarify my understanding.  
I can hold conversation when engaged in back and forth exchanges with my teacher and peers.  
I can offer explanations for why things might happen, using recently introduced vocabulary from stories, non-fiction texts, rhymes and poems.  
I can express my ideas and feelings about my experiences using full sentences, including past, present and future tenses and conjunction, with modelling and support.

I can listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.  
I can retell a story once I am familiar with the texts, using some exact repetition and some of my own words.  
I can use new vocabulary in different contexts.  
I can listen attentively and respond to what I hear with relevant questions, comments or actions.  
I can participate in small group, class and 1:1 discussions, offering my own ideas and using new vocabulary.

**Spring term**

**Guided Reading Sessions**  
Nursery – once a week in a small group  
Reception – once a week in a small group  
Year 1 – once a week in a small group initially, then as Year 2 when children are ready  
Year 2 – daily as whole class with an extra teacher read for fluency  
Texts include fiction, non-fiction and poetry from across the curriculum  
Opportunities to predict, retrieve, infer, summarise and learn new vocabulary and their definitions.



**Summer term**



**Autumn term**

I can listen and respond appropriately to my adult and peers.

I can ask relevant questions to further extend my understanding and knowledge.

**Spring term**

**Summer term**

I can ask relevant questions to extend my understanding and knowledge.



**Speaking and Listening across the curriculum**  
Carefully planned opportunities to listen in a range of contexts and speak to a variety of audiences for different purposes.  
Kagan structures progressively introduced from nursery to year 2.

**Learning to Read Sessions**  
4 times a week in all year groups.  
Children following GIA phonics scheme.  
Opportunities planned to learn, practice and apply taught phonemes and spelling patterns.

**Spring term**

**Autumn term**

I can use relevant strategies to build my vocabulary.



I can use relevant strategies to further build my vocabulary.

**Summer term**

I can articulate and justify answers, arguments and opinions.

