

SPEAKING AND LISTENING

Block Planning: Yearly Overview

Night Pirates · Year Two · 2026/2027

Planning principle: teach one main skill set explicitly each half-term, then retain it as an ongoing expectation. Vocabulary, active listening and speaking clearly should be practised throughout the year rather than taught once and dropped.

Term	First half-term	Second half-term
Autumn	Autumn A · Listening, interaction and clear speaking <i>Establish the behaviours that make every later oracy task possible.</i> - W1-2: Listening posture, turn-taking and speaking clearly - W3: Following two- and three-part instructions - W4: Identifying key information and answering the question asked - W5: Partner talk and building on another child's contribution - W6: Discussing feelings and responding sensitively - W7-8: Familiar-group discussion and assessment	Autumn B · Vocabulary and sentence building <i>Build the language children need to explain increasingly complex ideas.</i> - W1: Learn and explain subject vocabulary - W2: Sort and use nouns, pronouns, verbs, adjectives and adverbs - W3: Compare alternatives and select the most precise word - W4: Build compound sentences using varied conjunctions - W5: Build ordered, meaningful complex sentences - W6: Maintain tense, plurals and grammatical accuracy - W7: Apply ambitious vocabulary in purposeful talk
Spring	Spring A · Questioning, clarifying and explaining <i>Move from contributing ideas to seeking, retaining and explaining information.</i> - W1: Distinguish questions from comments - W2: Ask relevant follow-up questions - W3: Use clarification stems: 'Could you explain...?' and 'Do you mean...?' - W4: Listen, retain and explain key points from adult input - W5: Link new learning to a previous experience - W6: Lead a short paired enquiry and assess questioning skills	Spring B · Teamwork, drama and creative talk <i>Apply language socially and imaginatively through increasingly sustained role-play.</i> - W1: Agree roles and explain effective teamwork - W2: Model ideas and create freeze frames - W3: Explore a character through hot seating - W4: Take contrasting roles and sustain an in-role conversation - W5: Develop a scenario collaboratively from a stimulus - W6: Perform, reflect on teamwork and assess drama talk
Summer	Summer A · Retelling and presenting <i>Teach children to organise information for a listener and respond to presentations.</i> - W1: Identify the beginning, middle and end of an oral account - W2: Retell events in a clear sequence - W3: Select main points and omit unnecessary detail - W4: Use gesture, pace, volume, intonation and expression	Summer B · Audience, leadership and mastery <i>Use the highest-level skills independently and adapt talk for a real audience.</i> - W1: Compare how we speak to a friend, younger child and unfamiliar adult - W2: Plan talk for a particular audience and purpose - W3: Lead part of a group task or discussion - W4: Rehearse and refine vocabulary, grammar and delivery - W5: Present to an unfamiliar or authentic audience and answer questions

Term	First half-term	Second half-term
	• W5: Listen to contrasting presentation forms and recall highlights • W6: Deliver a short presentation to a familiar group	• W6: Final moderation, pupil reflection and transition application

Autumn term · detailed blocks

Exact assessment statements and suggested weekly teaching sequence

Autumn A · Listening, interaction and clear speaking

Establish the behaviours that make every later oracy task possible.

Assessment statements

- Listen to other children.
- Use active listening strategies to show I am listening to others.
- Focus on key points in a sentence in order to answer a question.
- Follow complex instructions with two or three parts.
- Speak with clarity.
- Share my thoughts and ideas through speaking to groups of people I am familiar with.
- Recognise and talk about the feelings of my peers with them.
- Participate in conversations about topics initiated by others, showing interest and active listening skills.

Suggested weekly sequence

- W1-2: Listening posture, turn-taking and speaking clearly
- W3: Following two- and three-part instructions
- W4: Identifying key information and answering the question asked
- W5: Partner talk and building on another child's contribution
- W6: Discussing feelings and responding sensitively
- W7-8: Familiar-group discussion and assessment

Autumn B · Vocabulary and sentence building

Build the language children need to explain increasingly complex ideas.

Assessment statements

- Pick up new subject-specific words quickly and easily.
- Use words from one experience to link to other experiences.
- Compare words and choose a 'best fit'.
- Explain the meanings of words.
- Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs.
- Use interesting and imaginative words to add style and flow to speech and writing.
- Use longer, compound sentences with a range of joining words.
- Use complex sentences that maintain order and have meaning.
- Demonstrate good grammar – consistent tenses and plurals.
- Demonstrate use of a wide range of adjectives and adverbs.

Suggested weekly sequence

- W1: Learn and explain subject vocabulary
- W2: Sort and use nouns, pronouns, verbs, adjectives and adverbs
- W3: Compare alternatives and select the most precise word
- W4: Build compound sentences using varied conjunctions
- W5: Build ordered, meaningful complex sentences
- W6: Maintain tense, plurals and grammatical accuracy
- W7: Apply ambitious vocabulary in purposeful talk

Ongoing expectations in both blocks: listen to others, take turns, speak audibly and clearly, respond appropriately, and use newly taught curriculum vocabulary.

Spring term · detailed blocks

Exact assessment statements and suggested weekly teaching sequence

Spring A · Questioning, clarifying and explaining

Move from contributing ideas to seeking, retaining and explaining information.

Assessment statements

- Ask questions to show active listening.
- Listen to adults talk – remember points and explain what I have heard/learnt.
- Ask for clarification if I do not understand or need further information.
- Use words from one experience to link to other experiences. (Revisit)
- Focus on key points in a sentence in order to answer a question. (Revisit)
- Participate in conversations about topics initiated by others, showing interest and active listening skills. (Revisit)

Suggested weekly sequence

- W1: Distinguish questions from comments
- W2: Ask relevant follow-up questions
- W3: Use clarification stems: 'Could you explain...?' and 'Do you mean...?'
- W4: Listen, retain and explain key points from adult input
- W5: Link new learning to a previous experience
- W6: Lead a short paired enquiry and assess questioning skills

Spring B · Teamwork, drama and creative talk

Apply language socially and imaginatively through increasingly sustained role-play.

Assessment statements

- Explain why teams are sometimes better than working by myself.
- Work with a team organising, supporting and respecting others' roles and responsibilities.
- Sometimes take on the role of leader. (Introduce)
- Link imagination to actual images, actions or texts seen.
- Act out or model own ideas.
- Sustain a role or character in a drama/role-play in conversation with other characters.
- Take on different roles in dramas/role-play.
- Develop a story or scenario from a starting point.
- Show creativity and imagination in structured drama scenarios.
- Use techniques such as hot seating and freeze frame to explore characters and emotions.

Suggested weekly sequence

- W1: Agree roles and explain effective teamwork
- W2: Model ideas and create freeze frames
- W3: Explore a character through hot seating
- W4: Take contrasting roles and sustain an in-role conversation
- W5: Develop a scenario collaboratively from a stimulus
- W6: Perform, reflect on teamwork and assess drama talk

Ongoing expectations in both blocks: listen to others, take turns, speak audibly and clearly, respond appropriately, and use newly taught curriculum vocabulary.

Summer term · detailed blocks

Exact assessment statements and suggested weekly teaching sequence

Summer A · Retelling and presenting

Teach children to organise information for a listener and respond to presentations.

Assessment statements

- Sustain attentive listening, e.g. a longer presentation, whole story or video clip.
- Respond to different forms of presentations accurately, recalling main features, events or highlights.
- Retell information and stories, sequencing thoughts and ideas to retain clarity.
- Use gesture, intonation and expression to aid meaning in stories, poems, non-fiction and questioning.
- Speak with clarity. (Revisit)
- Use longer and complex sentences accurately. (Revisit)

Suggested weekly sequence

- W1: Identify the beginning, middle and end of an oral account
- W2: Retell events in a clear sequence
- W3: Select main points and omit unnecessary detail
- W4: Use gesture, pace, volume, intonation and expression
- W5: Listen to contrasting presentation forms and recall highlights
- W6: Deliver a short presentation to a familiar group

Summer B · Audience, leadership and mastery

Use the highest-level skills independently and adapt talk for a real audience.

Assessment statements

- Speak clearly to an unfamiliar person or group of children, expressing my meaning successfully.
- Understand the need to talk in a different way to different people.
- Sometimes take on the role of leader. (Mastery)
- Work with a team organising, supporting and respecting others' roles and responsibilities. (Mastery)
- Use precise subject vocabulary, ambitious word choices and grammatically accurate complex sentences. (Mastery)
- Respond to questions and clarification requests confidently. (Mastery)

Suggested weekly sequence

- W1: Compare how we speak to a friend, younger child and unfamiliar adult
- W2: Plan talk for a particular audience and purpose
- W3: Lead part of a group task or discussion
- W4: Rehearse and refine vocabulary, grammar and delivery
- W5: Present to an unfamiliar or authentic audience and answer questions
- W6: Final moderation, pupil reflection and transition application

Ongoing expectations in both blocks: listen to others, take turns, speak audibly and clearly, respond appropriately, and use newly taught curriculum vocabulary.