

Speaking and Listening Medium Term Plan
Paddington Class – Mrs Clements and Mrs Beresford



Term: Spring A January 2026

Stories: Iggy Peck Architect / Rosie Revere Engineer

Whole school topic: The Power of Words

Main topic focus: How do we get there?? Materials, engineering, building, Brunel, Banksy

Main skills to acquire:

1. **Speaking and Presenting** Use longer, compound sentences with a range of joining words.
2. **Social Interaction** Understand the need to talk in a different way to different people.
3. **Creativity** Develop a story or scenario from a starting point.

Wk	Teaching	Practising
1	<p>Creativity Develop a story or scenario from a starting point.</p> <p>Shared story writing WALT share ideas for a story using clear spoken sentences WALT build on or adapt ideas that have already been shared WALT use imagination to help develop characters, settings and problems</p> <p>contribute to a shared story through talk Introduce the children to the idea that they will be creating a shared class story together. Share the chosen theme (e.g. friendship, kindness, bravery or teamwork) and use talk prompts and open-ended questions to encourage discussion about possible characters, settings and problems. Children will take turns orally suggesting ideas, listening respectfully to others and responding by building on or adapting ideas already shared. The teacher will model active listening by repeating and valuing children's contributions while scribing key ideas onto a simple story plan on the board. Inspiration will be drawn from the recent author visit and Emily's stories to encourage imaginative thinking and confident storytelling through talk.</p>	<p>Activities throughout 'The Power of Words' theme week including:</p> <p>Shared story writing Silly sentences Story spinners Puppet show</p> <p>These activities all provide opportunities to practise oral storytelling and creativity.</p>
2		<p>Creativity Develop a story or scenario from a starting point.</p> <p>Helicopter stories WALT share ideas for a story using clear spoken sentences WALT build on or adapt ideas that have already been shared WALT use imagination to help develop characters, settings and problems</p> <p>Share a simple story starter aloud, for example: "One morning, a small animal found something unusual in the playground...". Children are asked to listen carefully and think about what could happen next. Model extending the idea by asking creative prompts such as 'Who is the character?', 'What is the problem?' and; 'What might happen next?'. Split into two groups, led by an adult for each group. Adult to create a story and go around the circle adding a sentence each to build the story. Adult scribe the story as it develops. Try to ensure a beginning, middle and end as the story grows. Adult can read the scribed story to the class.</p> <p>WOW Starter Literacy Use creativity when discussing the new half terms story</p>

<p>3</p>	<p>Speaking and Presenting Use longer, compound sentences with a range of joining words. Joining sentences circle activity WALT use joining words (and, but, because, so) to build longer spoken sentences. WALT listen carefully to others and build on their ideas. WALT speak confidently in full sentences.</p> <p>Children sit together and collaboratively create one extended sentence. The adult will begin with a simple sentence starter, such as "The boy felt excited". Each child then takes a turn to add a new idea using a joining word, for example "because he was going on an adventure." The sentence continues around the circle, with children listening carefully so their addition to the sentence makes sense and links clearly to what has already been said.</p>	<p>History - Isambard Kingdom Brunel Using compound sentences to talk about Brunel and his contribution to engineering.</p> <p>Science - Materials Use 'because' to explain findings to a scientific test on how waterproof materials are.</p> <p>PSHE Use compound sentences to discuss our dreams and goals.</p>
<p>4</p>		<p>Speaking and Presenting Use longer, compound sentences with a range of joining words. Joining word cards WALT use joining words (and, but, because, so) to build longer spoken sentences. WALT listen carefully to others and build on their ideas. WALT speak confidently in full sentences.</p> <p>Model choosing can we link these two things together? E.g. the girl felt nervous.... why would this be? Because... model joining sentences to give detail. In pairs, children then choose two picture cards e.g. one noun and one adjective card. Children take time to look at their cards and think about how the two ideas could link together. A joining word is then chosen (either from a displayed word bank or a joining word card). Children practise saying one longer sentence aloud that links both cards using their joining word, for example: "The girl felt nervous because she was starting a new school." Children then share their sentence with a partner, listening carefully and taking turns to speak. Partners may respond by suggesting a different joining word or helping to improve the sentence. Choose children to share with the class, modelling clear speech, full sentences and confident use of joining words.</p> <p>History – Bridgwater Docks Use longer sentences to describe and compare the past and present of Bridgwater docks.</p> <p>RE – Christianity & Salvation Use 'because' to explain our feelings and beliefs, and the beliefs of others.</p>
<p>5</p>	<p>Social Interaction Understand the need to talk in a different way to different people. Tone of Voice Matters WALT think carefully about who we are talking to WALT change our tone of voice depending on who we are speaking to</p> <p>Talk with the children about how the way we say something is just as important as the words we use. Model the same sentence using different tones, such as angry, excited and polite, and children listen carefully to identify what has changed and discuss how each tone makes them feel. Models a simple request, for example asking for help, using an inappropriate tone and then a calm, respectful tone, thinking aloud about why certain tones are more suitable when speaking to adults or</p>	<p>Fantastic Finishers Use appropriate language and tone of voice to discuss our learning from the half term when completing the fantastic finisher assessments.</p> <p>PHSE Use appropriate language and tone of voice to work in a group with their peers.</p>

	<p>peers. Children then practise in pairs, taking turns to say polite requests using a calm and respectful voice while their partner listens and gives simple feedback. Ask some children to share their examples and the class discusses why choosing the right tone of voice is important when talking to different people.</p>	
6		<p>Social Interaction Understand the need to talk in a different way to different people.</p> <p>Who am I speaking to? WALT think carefully about who we are talking to WALT change our tone of voice depending on who we are speaking to</p> <p>Remind children of the last session where we thought about our tone of voice and how to speak to people. Model with the TA, a scenario where adult 1 wants something and is really rude to adult 2. Children have paddle WBs with a sad face on one side and a happy face on the other (or a cross/tick). Children have to show if that was the right way to speak to someone by holding up their boards. Discuss together – what did adult 1 do wrong? How should they speak? Repeat with different scenarios, asking children to model different ways of speaking. Children to discuss why is it important to speak appropriately to others.</p> <p>Children's Mental Health Week Children will take part in a variety of activities which will allow them to practise their speaking and listening learning from this half term.</p> <p>Monday - Dress to Express Tuesday – Safer Internet Day Wednesday – Neurodiversity AM Ramadan PM Thursday – Lunar New Year Friday - Valentine's Day AM Shrove Tuesday PM</p>