

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



Term: Summer A April 2026

Stories: The Minpins/ The Bear Under the Stairs

Whole school topic: Our Community

Main topic focus: *How does it make you feel?* Carnival, continents of the world, habitats

Main skills to acquire:

1. Demonstrate use of a wide range of adjectives and adverbs.
2. Use techniques such as hot seating, freeze frame to explore characters and emotions.
3. Use interesting and imaginative words to add style and flow to speech and writing.

Wk	Teaching	Practising
1	<p>Our Community theme week</p> <p>Children will practise and enhance their speaking and listening skills in many ways throughout this week including:</p> <ul style="list-style-type: none"> • Children describe and present their products using expanded language: "This is a bright, colourful bracelet we made carefully." • Adult models and prompts children to upgrade spoken sentences with adjectives and adverbs • Use hot seating (e.g. food bank worker or customer) to encourage questioning and detailed spoken responses • Create freeze frames of key scenarios (e.g. helping others, running the stall) and explore thoughts and feelings through discussion • Use thought tracking to verbalise characters' emotions and viewpoints • Rehearse and perform persuasive spoken language: "Come and see our amazing handmade items!" • Generate and use interesting, imaginative vocabulary to describe products and experiences • Role play real-life interactions (seller/customer) to develop confidence, clarity and expression in speech 	
2	<p>Demonstrate use of a wide range of adjectives and adverbs. WALT use adjectives to describe nouns. WALT use adverbs to describe how actions are done.</p> <p>Begin by showing a familiar object or picture and modelling a basic sentence such as "The dog runs." As a class, enhance the sentence by adding adjectives and an adverb, for example, "The fluffy, brown dog runs quickly," briefly discussing what each added word does. Use STC and photographs to support children as needed. Children then work in pairs with a picture prompt; one child says a simple sentence (e.g. "The cat jumps") and their partner improves it by adding at least one adjective and one adverb (e.g. "The small, black cat jumps quietly"), before swapping roles. Encourage them to extend their ideas further by adding more descriptive words. To finish, invite a few pairs to share their improved sentences with the class, while others listen carefully and identify the adjectives and adverbs used.</p>	<p>Geography Use adjectives to describe China (e.g. large, busy, faraway) when locating it on the map and use adverbs when discussing travel.</p> <p>Online Safety Describe apps using adjectives, such as fun. Explain how they use them with adverbs e.g. carefully and safely.</p> <p>DT Label designs with adjectives and explain making process using adverbs (e.g. sew carefully, cut neatly).</p> <p>RE Describe characters using adjectives (e.g. kind Samaritan). Explain actions with adverbs (e.g. helped quickly)</p>
3	<p>Use techniques such as hot seating, freeze frame to explore characters and emotions. WALT use freeze frames to show characters and emotions. WALT speak in role to describe what a character is thinking and feeling.</p> <p>Begin by showing a simple picture and asking children how the character might be feeling and how they can tell. Then in small groups, give children a picture prompt and ask them to create a freeze frame to match the scene, using their facial expressions and body positions to show what is happening. The rest of the class can guess the situation and describe the emotions they see. Next, bring the activity to life through hot seating by tapping one child to step out of the freeze frame and answer questions in role, such as "How are you feeling?", "What are you thinking?" and "What might you do next?". Encourage children to respond in simple sentences, helping them to develop their understanding of characters, emotions and speaking in role.</p>	<p>Literacy In groups, children freeze frame the boy arriving in the forest, showing how Minpins might feel (e.g. scared, curious). Hot seat a Minpin: "What do you think about the boy?" "What will you do next?"</p> <p>Science Children could freeze frame animals in their habitats (e.g. curled up in a cold place), then hot seat the animal: "Where do you live?" "Why is this a good habitat for you?"</p> <p>PSHE Use freeze frames to show different scenarios (e.g. hugging, holding hands, saying no), then hot seat: "Do you feel comfortable?" "What would you say?"</p>

4	<p>Use interesting and imaginative words to add style and flow to speech and writing WALT use interesting and imaginative words to improve sentences. WALT speak sentences aloud with expression and flow. Begin by sharing a simple sentence such as "The man walked to the park" and invite children to suggest ways to make it more exciting, encouraging them to act out or say the improved version with expression. Model an upgraded sentence such as "The tired old man slowly trudged to the quiet park," and briefly discuss how the new words make it more interesting. Children then work in pairs and are given a basic sentence (e.g. "The dog ran"); they take turns to build and improve it aloud, adding one word at a time (adjective, adverb or stronger verb), creating a chain of ideas. You can add a quick game element by passing a soft toy around, where each child adds a word when holding it. Finally, children perform their best sentences to the class using actions and expression, helping to develop confidence, vocabulary and a sense of flow in spoken language.</p>	<p>Literacy Assessment writing of our own version of The Minpins. Using a wide variety of vocabulary in their writing.</p> <p>Forest Rangers Describe actions and materials such as "tight, strong knots". Encourage expressive explanations "I carefully pulled the string to make it secure." Model upgrading simpler sentences.</p> <p>DT Encourage descriptive design talk such as "a dazzling, colourful carnival costume". When evaluating model extending sentences with imaginative language e.g. "I am proud of my bright, eye-catching costume."</p>
5	<p>Assessment Week Consolidation of speaking and listening activities from across the half term.</p>	<p>Fantastic Finishers Children will consolidate their learning from this half term when completing the fantastic finisher assessments. Using a wide vocabulary of language based on the topics.</p>