

Mundeford Community Infants School



SUBJECT MAPPING – SPOKEN LANGUAGE

The National Curriculum says:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken, use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, are competent in the arts of speaking and listening. The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.

How do we bring this to life?

From the moment that children join the school an emphasis is placed on using language effectively to communicate through adults modelling accurate and *appropriate* use of the English language and opportunities to interact with peers explicitly planned. Some examples include: talk partners, role play, recall opportunities, project outcomes, school council, school performances, Everywhere Bear (Reception), Box of me (Year One), Children's assemblies (Year Two), storymaker. RECEPTION - ADULTS PLAY ALONGSIDE AND INTRODUCE NEW LANGUAGE IN DIFFERENT CONTEXTS ACCORDING TO CHILDREN'S INTERESTS

Skills Development – problem solve, justify, reason, evaluate, practise

Children are taught to: listen and respond appropriately to adults and their peers, ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions, give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments, use spoken language to develop understanding through speculating, hypothesising, imagining and exploring idea, speak audibly and fluently with an increasing command of Standard English, participate in discussions, presentations, performances and role play.

Sequence of Learning – When and how do we facilitate this learning for ... in our school?	
EYFS	Key Stage One
<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Across the curriculum children are encouraged to build the vocabulary required to express their thoughts and ideas.</p> <p>Children use spoken language to explain, justify and reason about their learning including engaging in dialogue with their peers and presenting suggestions in whole class discussions.</p> <p>Learning to learn characters are used to promote the role of spoken language: Francesca Fox 'Ask Questions' Michelle Meerkat 'Talk about what someone has said' and 'Get involved in pair, group and class discussions' Olly Owl 'Talk about what I have done and learnt' and 'Listen to others'.</p>
Aims of a speaker leaving our school	
<p>Children leaving our school will feel confident to express themselves using vocabulary and grammar appropriately and effectively. Children will be able to use spoken language to organise their own thoughts as well as to support their interactions with others in a range of contexts. Children will widen and broaden their vocabulary and be exposed to its richness and diversity.</p>	