



Spoken Language at Moorside

National Curriculum:

Spoken language underpins the development of reading and writing. Children should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. Children should understand and use the conventions for discussion and debate and should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. 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.

Our Intent:	<i>Our children are confident speakers who use their growing bank of vocabulary to ask questions, and share their thoughts, knowledge and understanding coherently.</i>		
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Skills	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask questions to extend their understanding and knowledge • Use relevant taught strategies to build their vocabulary • Articulate and justify answers, arguments and opinions with prompting • Give descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations. 	<ul style="list-style-type: none"> • Continue to listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant taught strategies to build their vocabulary independently • Articulate and justify answers, arguments and opinions independently • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers and explain how to do this successfully • Continue to ask relevant questions to extend and deepen their understanding and knowledge • Use a range of relevant strategies to build their vocabulary • Continue to articulate and justify answers, arguments and opinions • Continue to give well-structured descriptions, explanations and narratives

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain interest of the listener(s)

- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Continue to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Continue to participate in discussions, presentations, performances, role play, improvisations and debates
- Gain and maintain the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

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- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments confidently
- Continue to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Continue to speak audibly and fluently with an increasing command of Standard English
- Continue to participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Continue to consider and evaluate different viewpoints, attending to and building on the contributions of others
- Continue to select and use appropriate registers for effective communication

Implementation

Purposeful opportunities to develop spoken language are firmly embedded throughout the curriculum:

- Talk for writing is used to plan pieces of writing, supporting children with their use of vocabulary and their short-term memory of appropriate words and phrases
- Solution circles are used in classes as an opportunity for children to resolve conflicts successfully and independently by sharing their ideas and building on the ideas of others
- Class mantras are created and used in every classroom so that all children are aware of the expectations for speaking and listening, and consistently follow them
- Children are given regular opportunities across all subject areas to share their ideas with peers, to articulate their thoughts, and practice and evaluate their spoken words for coherence
- All children take part in Forest School sessions at different times throughout the year, where language is used as an essential tool for solving problems outside
- Children are frequently given opportunities to share their knowledge and understanding through various spoken forms: presentations, recitals, debates etc.
- Children are encouraged to ask questions about their learning and seek further explanations for what they do not know and want to find out through our topic KW (What I Know and What I Want to Know) used at the beginning of each new topic
- Children are given opportunities to perfect their use of spoken language through our annual productions and poetry recitals and sharing assemblies