



ENGLISH CURRICULUM – SPOKEN LANGUAGE




socially mistakes morally potential
confidently
Grow Learn spiritually
Love St Jesus academically world
ourselves faith
others Joseph's

LOVE

LEARN

GROW



INTENT	IMPLEMENTATION	IMPACT
<p>We strive to ensure that the children of St Joseph's develop into confident, articulate speakers who are able to express themselves and their ideas clearly. We are also aware that spoken language underpins the development of both 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 all areas of the curriculum.</p> 	<p>Spoken language is at the heart of all learning at St Josephs.</p> <p>Opportunities for children to develop their competence in spoken language are weaved into all aspects of school life and in all areas of the curriculum. Children are encouraged to contribute in class discussions daily and take part in various other activities such as class debates regularly. Drama is used throughout the school and staff have been provided with further activities and strategies to develop children's oracy. Many other opportunities for children outside of the classroom include: class assemblies, termly productions, speech assemblies and discovery viewings. All staff are excellent role models for spoken language and demonstrate the use of higher-level vocabulary within their speech. They question children effectively and encourage them to rephrase statements where necessary. Children are able to apply for various roles of responsibility in their time at St Joseph's and this often requires making a short speech in front of their peers or staff. These roles provide further opportunities for children to present to various audiences such as governors, staff, parents or school visitors.</p> 	<p>Our students at St Joseph's will be role models of correct spoken language, using Standard English. They will speak audibly and fluently, gaining, maintaining and monitoring the interest of the listener. They enjoy talking amongst peers and to adults both in and out of school and demonstrate excellent listening skills. When taking part in any discussions, they will articulate and justify arguments and opinions as well as considering and evaluating differing viewpoints.</p> 

PHASE	KS1	LKS2	UKS2
<p>To listen and respond appropriately to adults and their peers</p>	<ul style="list-style-type: none"> • Look at who is talking to them. • Take turns to talk, listening carefully to the contributions of others. • To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group. • To seek clarification when a message is unclear. 	<ul style="list-style-type: none"> • To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. • To sift through information they are hearing and focus on the most important points. • To make relative and related comments based on the most important points. • Ask for specific additional information in order to clarify. 	<ul style="list-style-type: none"> • Listens attentively to ideas and responds appropriately and timely with: positive comments, suggestions and challenges. • Infer meanings and make predictions from what is said and how it is said. • Understand how responses to different types of questions can differ – open, closed etc. • Understand sarcasm. • Identify and explain simple idioms.
<p>To ask relevant questions to extend their understanding and knowledge</p>	<ul style="list-style-type: none"> • Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did...? • To show that they are following a conversation by asking relevant and timely questions. • To respond appropriately to the answers to their questions. 	<ul style="list-style-type: none"> • To generate relevant questions to ask a specific speaker/audience in response to what has been said. • Apply this skill to a widening variety of situations. • To begin recognise the difference between open and closed questions and explore asking and answering both effectively. 	<ul style="list-style-type: none"> • To pose increasingly thoughtful questions to both their peers and to adults. • To regularly ask relevant questions to deepen conversations and extend their understanding and knowledge. • To understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.
<p>To use relevant strategies to build their vocabulary</p>	<ul style="list-style-type: none"> • To use subject-specific vocabulary to explain and describe. • To suggest words or phrases appropriate to the topic being discussed. • Ask for the meaning of unknown words. 	<ul style="list-style-type: none"> • To use newly introduced topic words and more adventurous vocabulary appropriately. • To use a wider range of verbs and adverbs and begin to understand the effect of these. • Use dictionaries, thesauruses and resources to select words. 	<ul style="list-style-type: none"> • To evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect. • Explore sophisticated vocabulary that has multiple meanings and use mostly accurately.

PHASE	KS1	LKS2	UKS2
To articulate and justify answers, arguments and opinions	<ul style="list-style-type: none"> • To use language to express opinion and explain e.g. "I want to___ because___." • To use more complicated grammar to explain or justify opinion. 	<ul style="list-style-type: none"> • To articulate and justify opinion on a character, event or situation in response to a question or prompt. • To link points made with appropriate conjunctions. 	<ul style="list-style-type: none"> • To clearly articulate and justify more complex opinions with some elaboration, taking notice of the opinion of others. • To realise when people don't understand fully and help them
To give well-structured descriptions, explanations and narratives	<ul style="list-style-type: none"> • List personal events with interesting detail. • To take part in role play of a familiar story. • Retell favourite stories, ensuring they have a setting, plot and a sequence of events • Express personal feelings with clarity and reasons. • Describe events in order, using conjunctions to link points together. 	<ul style="list-style-type: none"> • To present information or personal feelings in a structured way. • To bring stories to life with expression and intonation. • To respond appropriately when in role including basic improvisation. • To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. 	<ul style="list-style-type: none"> • To present information or personal feelings coherently, selecting detail to make them memorable. • To adapt the structure of talk in ways which support meaning and show attention to the listener. • To narrate detailed and exciting stories. • To interweave action, character descriptions, settings and dialogue in a performance. • To perform in improvised role play, group or class performances, considering the effectiveness of delivery.
To maintain attention and interest and participate actively in collaborative conversations	<ul style="list-style-type: none"> • To change their voice and use expression to engage the listener and keep them interested. • To start conversations with other people and join in with group conversations and take turns to talk, listen and respond. 	<ul style="list-style-type: none"> • To explain ideas in a manner appropriate to the listener. • To recognise when the listener is losing interest and will use intonation and expression to engage interest. • Vary the tone of their voices to make story telling exciting and come to life. 	<ul style="list-style-type: none"> • To understand the importance of intonation/expression in their own and others' talk and how changing volume or tone can re-focus the listener's attention. • To vary delivery and tone to convey meaning. • Manage and organise collaborative tasks with little adult supervision.

PHASE	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • To use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events. • Use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas. 	<ul style="list-style-type: none"> • To select and use appropriate language for a range of people in different situations. • To use talk effectively for building friendships, e.g. complimenting or criticising, clarifying and negotiating. • Lots covered in 'Working Scientifically'. 	<ul style="list-style-type: none"> • Use speculative and hypothetical language to explore a range of ideas and situations. • Negotiate an agreement explaining other options and possible outcomes. • Lots covered in 'Working Scientifically'. 	
<ul style="list-style-type: none"> • To respond to what they hear with relevant comments. • To know that different people hold opinions that are different from our own. • To make a simple comment in response to others' viewpoints and say whether they agree or disagree and why. 	<ul style="list-style-type: none"> • To join in discussions using appropriate and relevant vocabulary. • To make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why. • To seek clarification by actively seeking to understand others' points of view. • To begin to respectfully challenge opinions or points, offering an alternative. 	<ul style="list-style-type: none"> • To give and receive advice, offer an opinion and take notice of the opinion of others. • To interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding. • To debate, using relevant details to support points. • To negotiate and compromise by offering alternatives. • To add humour to a discussion or debate where appropriate. 	
<ul style="list-style-type: none"> • To know that they need to use different styles of talk and language with different people e.g. friends (nice one, na) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc. • To use language they hear other people using and begin to be aware of current peer language. 	<ul style="list-style-type: none"> • To make more formal language choices when speaking to visitors and staff in school. • To recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc. 	<ul style="list-style-type: none"> • To select the appropriate register in familiar situations e.g. when collaborating with peers in a lesson, without direct adult supervision or when working with younger year groups. • To adapt language style and register to suit the purpose and maintain control of their tone, language and responses. 	