

Spoken Language

At Crofton Junior School, we value spoken language as an important part of the children's entitlement to a broad and balanced curriculum.



 **Intent:** We aim to...

Provide children with the opportunity to develop and extend their oracy skills.

Provide children with the opportunities to verbally express their individual interests, thoughts and ideas.

Enable children to improve their levels of spoken language so that they are able to communicate effectively and confidently in front of any type of audience.

Encourage children to explore ideas and challenge each other's opinions respectfully.

At Crofton Junior School, our Spoken Language Curriculum is based on the National Curriculum, ensuring a well-structured approach.

Statutory Requirements:

Pupils should be 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 ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor 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.



Implementation: How do we achieve our goals?

Vocabulary

At Crofton Junior School, all staff value the importance of using correct Standard English both when speaking and writing. Furthermore, pupils are exposed daily to sophisticated vocabulary. This may be through explicit vocabulary instruction, through reading or teacher modelling.

Subject specific vocabulary is embedded across the curriculum through teacher modelling in context (further information can be found on our curriculum knowledge organisers).

Kagan Co-operative Learning Structures

All teaching staff have received Kagan co-operative learning training. Co-operative learning structures are used across the curriculum to ensure all children are engaged and enthused due to a shared goal. Kagan structures not only promote active participation but also helps children to improve their social skills as all conversations follow a structure/routine.

Targeted Interventions

Some children require further support with their spoken language development thus may complete additional Speech and Language interventions under the guidance of external professionals.

Prosody

It is our mission to ensure children at Crofton Junior School can read fluently. Our whole class guided reading time comprises of two performance reading sessions to allow pupils to work on their reading prosody thus ensuring they can read with automaticity. These sessions focus on the 6Ps (pace, power, pauses, personality, punctuation, and pitch). Pupils spend the sessions reading out loud and performing texts such as poems, plays and stories.

Performance

At Crofton Junior School, we value the importance of the performing arts where many children can thrive. At CJS, children have the opportunity to perform in Christmas productions, for parents (e.g. INSPIRE mornings) and the Y6 end of year showcase.

Drama

Drama is used across a range of subjects e.g. PSHE (Jigsaw), RE, English and History to explore and engage children in their learning. Techniques such as hot-seating and conscience alley are used to give children the opportunity to develop their understanding and embed the use of specific vocabulary repetitively.



Impact: How will we know we have achieved our aims?

Pupils feel confident in their ability to articulate their thoughts, feelings and ideas across the curriculum and in every day life.

Children feel successful when speaking to others (different audiences).

Pupils develop the essential skills needed to allow them to transition to secondary school successfully.