



Alexandra Park Junior School

To learn, be happy and achieve our best

Spoken Language at Alexandra Park Junior School 2023-2024



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To learn, be happy and achieve our best

Context

At Alexandra Park Junior School;

78% of children have English as an additional language.

15% (53) of children with SEND.

3%(9) of children with an EHC plan.

Our greatest area of need is ***language and communication.***



Intent

At Alexandra Park Junior School we believe that spoken language underpins the development of reading, writing and communicating effectively and is a vital life skill. As our school is 78% *EAL* we know that language development is an area of key importance to our pupils. We use this as our driving force to improve children's spoken language, vocabulary and fluency which also has a positive impact on all wider subjects.

Our curriculum and classrooms are designed to be rich in talk, from effective questioning, constructive peer discussions and the use of KAGAN strategies, teachers also use talk skillfully to develop and encourage critical thinking and reasoning. There is a clear understanding in school of how effective talk aids teaching.

We believe that expanding pupils' vocabulary is vital, which is why we aim to create a vocabulary rich environment by exposing pupils to a wide variety of words and encouraging pupils to use these words and make links to the wider world whilst also implementing their learnt vocabulary throughout their school day.

Our objective is to establish and implement a progressive assessment framework designed to facilitate the thorough assessment of spoken language. This comprehensive framework will enable us to effectively gauge the communicative abilities of pupils.



Implementation

At Alexandra Park Junior School lessons are talk-rich and questions are carefully constructed to ensure all children can participate. Pupils participate in a wide range of spoken language activities which help them to develop confidence in spoken language.

Writing:

Our feedback policy has an emphasis on oral communication, and the live marking process enables students to openly converse about their writing with both their teacher and peers. This immediate exchange allows them to promptly implement the provided advice, fostering a spirit of collaboration and a common objective. We are firm believers that feedback and challenges delivered in the moment, orally, are the most effective and pertinent forms of guidance.

Maths:

In Maths we follow a 'ping-pong' approach where children are sat in mixed ability pairs to encourage the use of verbal reasoning and questioning. Following this 'ping-pong' approach paired tasks are completed with valuable paired discussion throughout, by carefully constructed 'Mathematical Talk' questions.

Reading:

Children are encouraged to explore the purposes of different types of questions, including reasoning, describing, summarising, and justifying. Through partner discussions, group discussions and class discussions pupils frequently articulate their thoughts and verbalise their reasoning with evidence from the text.

PE:

Children enthusiastically participate in peer feedback sessions, fostering active engagement and a culture of teamwork and discussion. They confidently employ instructional talk as part of their communication skills.



Geography and History:

Knowledge organisers *across the school* contain key vocabulary, including Anchor words and Goldilocks words, which we ensure that pupils use and understand during class discussions. In our topic lessons children have various opportunities for presentations, discussions, debates and KAGAN group work to enrich their Spoken Language.

Science:

Scientific vocabulary is constantly being developed through a wide range of immersive experiences. Concept cartoons are used to stimulate discussion and children are continually encouraged to question and reason their own predictions and results of experiments.

RE and PSHE:

RE lessons include many thought provoking, reflective questions which immediately spark discussions in classrooms. Key vocabulary is used throughout lesson and sentence stems are provided for children to articulate and justify their opinions and verbal reasoning.

Art/DT/Music:

There is a rich amount of opportunities for pupils to share their own opinions, have collaborative discussions with their peers and give constructive feedback to one another, allowing pupils to critically think and articulate their opinions and preferences. Verbal instructions are paramount in Art, DT and Music, reinforcing the skills of listening, understanding and following instructions.



Word Aware:

At Alexandra Park Junior School we have implemented Word Aware, which allows us, using a whole school approach, to teach all pupils how to understand the relationship between words and how to develop their understanding of, and ability to use, a wide variety of high-quality vocabulary. Our Word Aware approach is full of practical and inspiring ideas that can be easily applied in classrooms to develop both spoken and written vocabulary.

Impact

With Spoken Language as an integral part of our curriculum, pupils are able to express themselves in a range of contexts and can share their ideas; listen to and understand others; build on ideas; challenge others respectfully and are willing to change their perspectives.

Progression through Spoken Language allows pupils to become independent learners that strive to achieve the best of their ability in everything they do.

Impact may be measured in a variety of ways:

- Learning walks
- Planning scrutiny
- Pupil voice
- Data analysis
- Active learn book

Progression of skills

<p>Statutory requirements Y1 - Y6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 					
<p>Strand</p>	<p>Y1</p>	<p>Y2</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>
<p>Listening</p>	<p>Listen to the teacher and ignore other noises</p>	<p>Find the most important parts in a spoken question.</p>	<p>Listen carefully and follow instructions</p>	<p>I can listen and summarise what has been asked.</p>	<p>I can listen to complicated information, know the important parts and respond to it.</p>	<p>Listen to and consider the opinions of others, modifying view when needed.</p>
	<p>What may this look like?</p> <p>Knowing how to listen for specific sounds.</p> <p>The ability to follow instructions in class.</p> <p>Teaching 'active listening'.</p> <p>Responding to ideas of others, peer feedback and summarising.</p> <p>Identifying key points.</p> <p>Asking each other to challenge or elaborate.</p>					

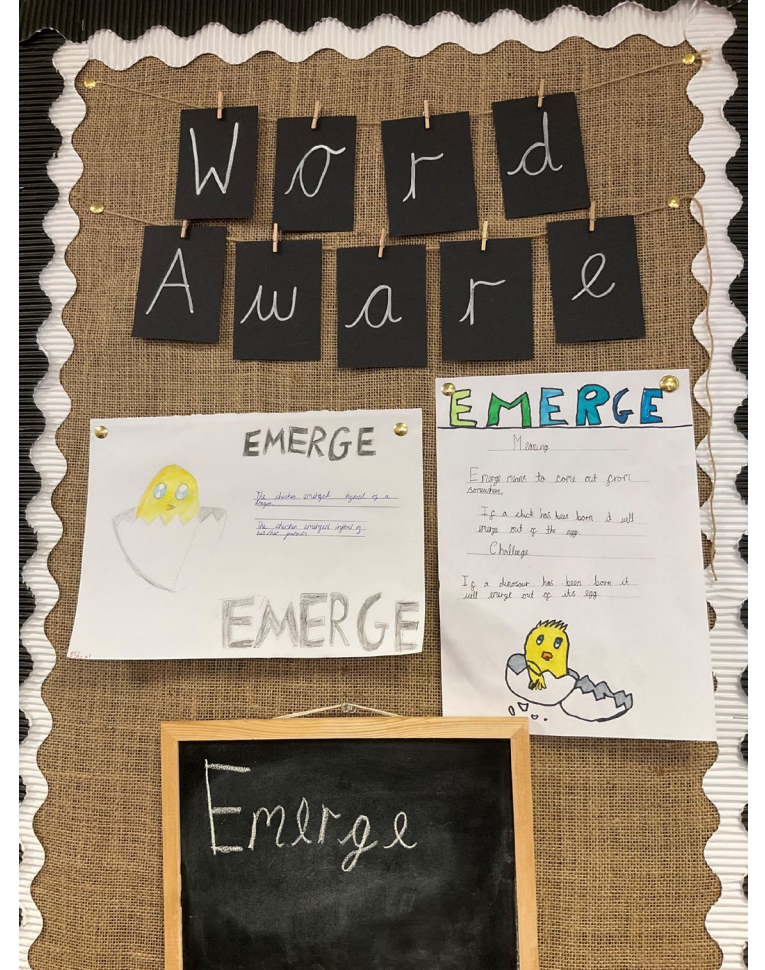
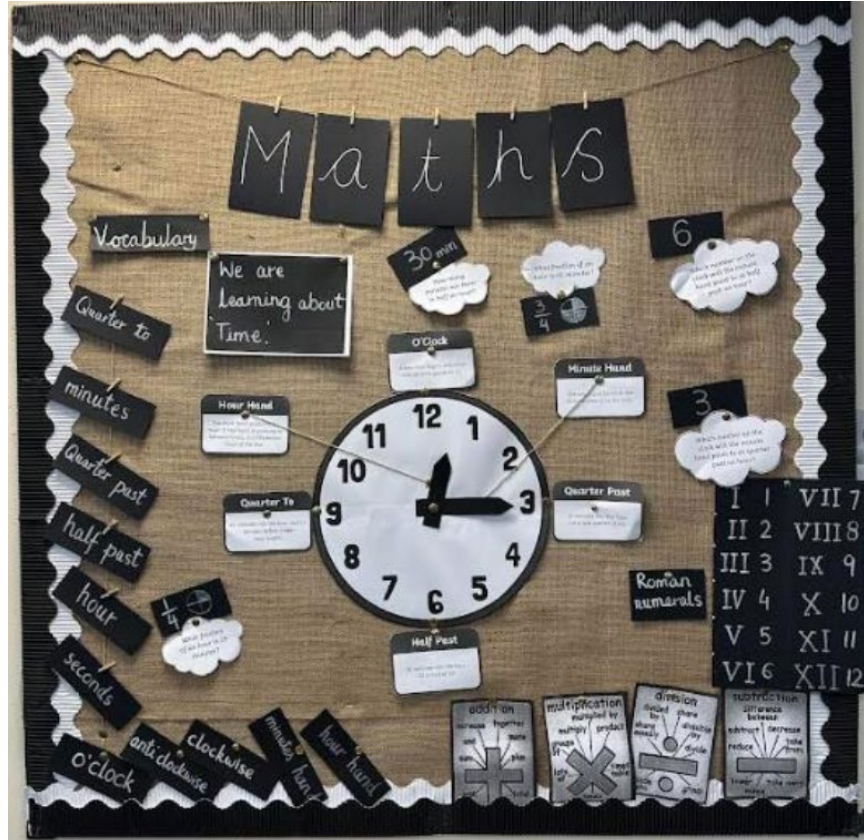
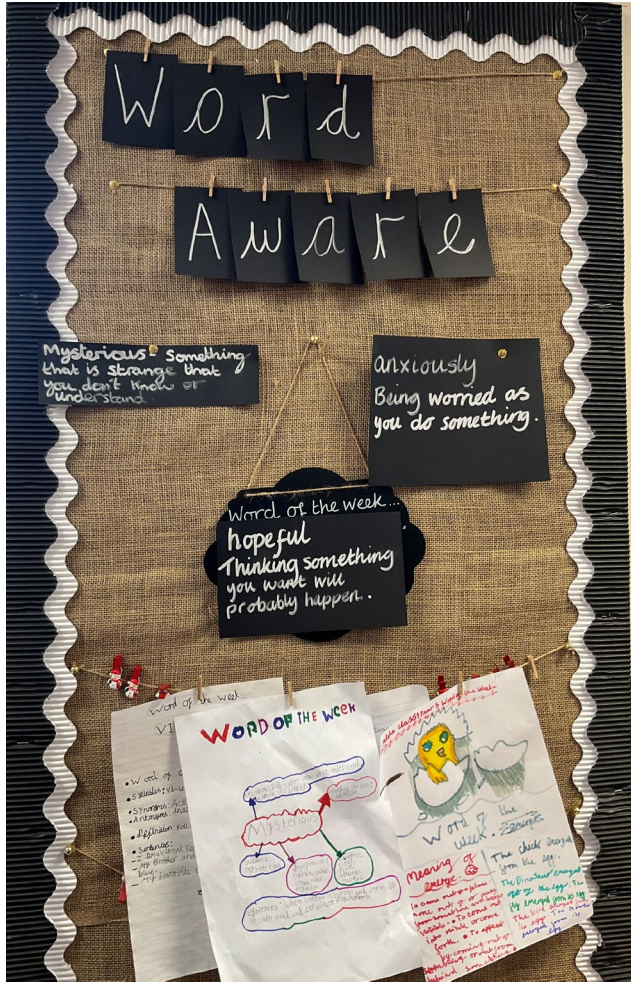
Questioning	Find things out by asking how and why questions.	I can ask for help when I don't understand something and explain why I didn't understand it.	Ask questions that are relevant to the ongoing learning in the class.	Ask questions to clarify or develop understanding.	I can ask questions that are responsive to other ideas and views.	I can ask a specific question to further my understanding.
	<p>What may this look like?</p> <p>Excite curiosity to encourage engagement and the desire to find out more through questions.</p> <p>Providing children with question stems.</p> <p>Specific opportunities in class for children to ask questions.</p> <p>Incorporate questioning as part of introduction to topics.</p> <p>PSHE, Collective worship and religion sessions- children can consider thoughtful and meaningful questions.</p> <p>Coverage of open, closed and rhetorical questions.</p>					
Vocabulary	Use appropriate vocabulary to describe their immediate world and feelings.	Talk about words that look or sound the same and talk about words that have the same meaning.	Use new topic vocabulary when communicating and in written work.	Use learnt vocabulary in day-to-day talk.	I am happy to use new vocabulary on a regular basis in my everyday speech.	Engage listening through choosing appropriate vocabulary and register that is matched to the context.
	<p>What may this look like?</p> <p>Valuing vocabulary within the classroom.</p> <p>Identifying vocabulary that is purposeful and progressive.</p> <p>Teaching new vocabulary explicitly and using the word in context.</p> <p>Opportunities for children to apply new vocabulary.</p> <p>Word mats, word walls, word aware display, knowledge organisers.</p>					

Standard English	Start stories using 'Once upon a time...' or 'One day...'	Tell stories that are easy to understand.	Use past/present tenses correctly in their spoken language.	Work at eliminating common errors in my day-to-day speech.	I know that when I am writing and answering <u>questions</u> I should be using correct standard English.	Recognise that there are different registers of formal language that are appropriate for different situations.
	<p>What may this look like?</p> <p>Encouraging children to expand on their answers in all subject areas.</p> <p>Give their opinions and justify them.</p> <p>Using proper English in their speech.</p> <p>Building descriptive vocabulary.</p> <p>The ability to be clear and concise, selecting the key information.</p> <p>Confident articulation, having an awareness of their audience.</p>					
Communicating	Join sentences using 'and'.	Use 'because' or 'when' to make sentences longer.	Knowing when to listen and when to talk, when communicating.	Listening carefully and adding to a conversation.	I know how to engage the listener by varying expression and vocabulary.	Sustain and argue a point of view in a debate using formal language of persuasion.
	<p>What may this look like?</p> <p>Teacher modelling eye contact, <u>expression</u> and use of language effectively.</p> <p>Giving explanations for their opinions.</p> <p>Excite curiosity to encourage engagement and the desire to find out more through questioning.</p> <p>Creating discussion rules together.</p> <p>Games to practice the skill of turn taking.</p> <p>Visual prompts on display to spark conversation.</p> <p>Consistent use of talk partners and group discussion.</p>					

Fluency	Say word with up to 3 syllables clearly.	Say word with up to 4 syllables clearly.	Say polysyllabic words clearly.	Confident to join in a group discussion without being prompted	I am happy to talk at length about a topic being looked at in class.	Perform their composition, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
	<p>What may this look like?</p> <p>Children being able to communicate clearly, at a level appropriate to their age.</p> <p>Adults modelling full sentences that are grammatically correct; language role models.</p> <p>Making appropriate contributions to class discussions, directly related to what the teacher has asked.</p> <p>Structuring an argument for a debate, giving reasons.</p> <p>Reading fluency: taking note of punctuation, pitch, pace, expression.</p>					
Describing/Articulating	Make sentences about what is happening now, what has happened and what will happen.	Listen carefully in a group and take turns in a discussion.	Justify reasoning to others.	Explain response to a given situation.	I can use descriptive language to talk about my ideas.	Express possibilities using hypothetical and speculative language.
	<p>What may this look like?</p> <p>Opportunities for children to give their own views and explain why: formal discussion.</p> <p>Building descriptive vocabulary.</p> <p>Using inclusive strategies (KAGAN) for class discussion to encourage all children to stay on task.</p> <p>Opportunities to present projects or topic work to the class.</p>					

Exaggerating/Emphasising	Use expression that others may be using.	Use expression when telling a story.	Exaggerate to emphasise a point being made.	Making it clear if they agree or disagree to a given point.	I can use persuasive language when presenting my thoughts and ideas.	Making deliberate choices about how to convey ideas about characters, contexts, and atmosphere.
	<p>What may this look like?</p> <p>Performance poetry.</p> <p>Opportunities to develop skills for debates around topics children are familiar with.</p> <p>Understanding language changes for different situations.</p> <p>Modelling tone where appropriate.</p> <p>Opportunities to speak to different adults and audiences in school.</p>					

Spoken language on Working Walls.

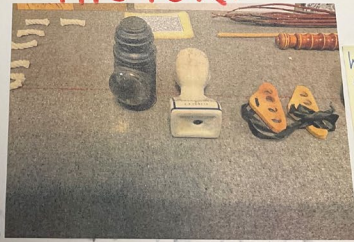




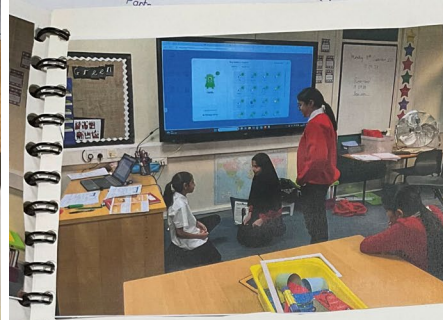
Spoken Language in the classroom.



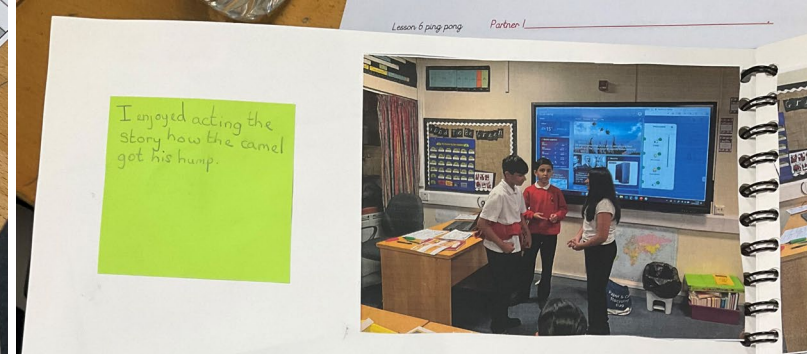
HISTORY



We learnt about the equipment they used in the victorian cells.

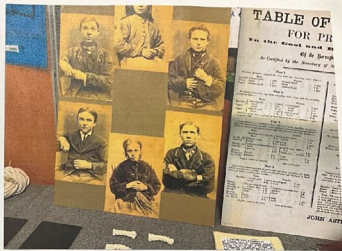


We recreated the just so stories of how the camel got his hump.

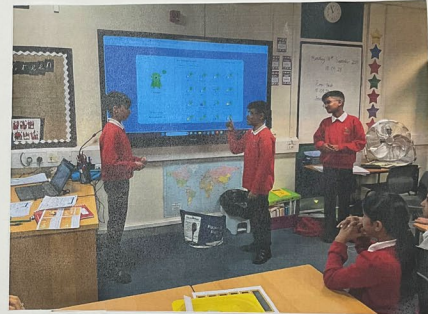


I enjoyed acting the story how the camel got his hump.

08.11.23
Crime and Punishment
visitor.



In english we did acting from our reading book we chose 3 characters and acted out their part.
Asha



WRITING



We learned act through our word having fun on the way.



We acted out a story about the camel refusing to work because it doesn't have a hump.



This was fun to act (how the camel got his hump)



Maths

How do we measure the mass of objects?



The mass of the box is 300g. The dictionary is 150g.

The mass of 3 dictionaries is 450g and 1kg. The mass of a girl and a boy is 700g.

The mass of a girl and a boy is 700g. The mass of a dictionary is 150g.

The mass of the 3 dictionaries was 450g. The mass of a box is 300g.

Spoken Language in the classroom.

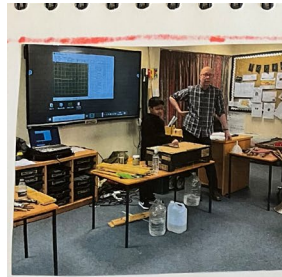
Baking

Cupcakes



Ingredients

- 3 eggs
- 125g sugar
- 175g self-raising flour
- 175g butter



Science

Sound-Man

24.01.24

When the sound hits the ear it causes vibrations in the ear like a rock.

I learnt if you bang something metal it has a vibration with air particles.

I learnt that vibration goes into the medium to make the sound.

To make the flute we used tubes.

I learnt that sound waves are made out of vibrations.



Moving forward

To continue to develop and monitor the use and impact of Word Aware.

For subject leaders to create a vocabulary progression map for all subjects.

Incorporate the explicit teaching of subject specific vocabulary, using the vocabulary progression map.