


Speaking and listening

<p>Intent</p>		<p>‘Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations., grasp their history, appreciate their poetry or savour their songs.’ Nelson Mandela</p> <p>Our overarching aim for English 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. We want children to:</p> <ul style="list-style-type: none"> • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for spoken language • appreciate our rich and varied literary heritage • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
<p>Implementation</p>		<p>Oracy is at the heart of our curriculum and the development of every child’s vocabulary plays a crucial role in our curriculum design.</p> <ul style="list-style-type: none"> • Talk for reading and writing both promote a strong oral programme of internalising texts and poetry . • Our maths teaching has a strong focus on STEM sentences and explanation of thinking. • Alongside this, explicit teaching of Tier 2 vocabulary is at the heart of our curriculum design. <p>Our curriculum enables the development of spoken language. Deliberate planning of vocabulary throughout each theme means that children widen their spoken language skills. Due to the design of our curriculum, with a two year cycle, children come back to prior learning in order that they can secure their understanding of key concepts and subject specific vocabulary.</p> <p>Through a focus on Talk for reading and writing children develop a capacity to explain their understanding of books and other reading materials and to prepare their ideas before they write.</p> <p>Boxing up, planning, rehearsing ideas, shared planning and recording enable children to build on secure foundations in English.</p> <p>In mathematics, use of STEM sentences enables children to rehearse and explain their thinking. Use of these sentences means that children are able to articulate thinking, to share learning and explain reasons for approaches to learning. In this way misconceptions are also addressed.</p> <p>Thought bubbles in subjects give children the opportunity to share what they know or want to ask. Through linking these with learning environments and oral rehearsal in class, children can practise these skills so that they can know, remember and do more.</p> <p>Through debate and discussion, across the curriculum, children develop skills in speaking and listening. Talk for reading and writing both promote drama, understanding of language and playing roles. During their time at St Thomas all children have the opportunity to improvise, devise, rehearse, refine, share and respond to drama and theatre performances.</p> <p>Close links with the Courtyard Theatre are being developed to enable children to have access to and understanding of performance.</p> <p>Enrichment of learning through art, music, visits and visitors is carefully planned for each theme of learning and as a result of this children have a wide range of settings and reasons to develop their speaking and listening skills.</p>
<p>Impact</p>	<p>Communicators who:</p>	<ul style="list-style-type: none"> • Can effectively and confidently communicate across the curriculum • Can express themselves and their thinking • Can listen with care to others in order to understand or question