

Curriculum Map and Rationale

Spoken Language



Vision for Spoken Language

The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of reading and writing, and is key to progress in all subjects. We strive to develop oracy skills through the curriculum, extra-curricular activities and the whole ethos of the school.

To boost Spoken Language we aspire to:

1. Creating a 'Talk Rich' environment.
2. Switching to student led teaching.
3. Promoting autonomy.
4. Encouraging enquiry.
5. Using the power of pictures to promote discussion.
6. Get your class to act up.

Intent

At Guardian Angels, there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy throughout primary education provides our students with vital life skills. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations.

Literacy in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p>Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Hear, listen to and discuss stories and what is read to them

Year 1 Statutory POS

develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently understand both the books they can already read accurately and fluently and those they listen to by: o discussing the significance of the title and events participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.

Year 1 Non- statutory guidance and overviews

[Pupils] will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other nonfiction establishes the foundations for their learning in other subjects

Year 2 Statutory POS

Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related understand both the books that they can already read accurately and fluently and those that they listen to by: [] participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 2 Non- statutory guidance and overviews

develop positive attitudes to reading and understanding of what they read by: listening to and discuss a wide range of stories, poems, plays and information books; this should include whole books. [All] pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class. Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently

Year 3 and 4 Statutory POS

develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Year 3 and 4 Non- statutory guidance and overviews

[All] pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Year 5 and 6 Statutory POS

Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Year 5 and 6 Non- statutory guidance and overviews

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

Develop oral vocabulary and grammatical structures

Year 1 Statutory POS	Year 1 Non- statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non- statutory guidance and overviews	Year 3 and 4 Statutory POS	Year 3 and 4 Non- statutory guidance and overviews	Year 5 and 6 Statutory POS	Year 5 and 6 Non- statutory guidance and overviews
<p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.</p>	<p>Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p>	<p>discussing their favourite words and phrases</p>	<p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>				<p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p>

Retelling stories (becoming very familiar with)

Year 1 Statutory POS	Year 1 Non- statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non- statutory guidance and overviews	Year 3 and 4 Statutory POS	Year 3 and 4 Non- statutory guidance and overviews	Year 5 and 6 Statutory POS	Year 5 and 6 Non- statutory guidance and overviews
<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics [N.b. this could include acting them out as the Y2 overview refers to Y1 having done this] recognising and joining in with predictable phrases</p>		<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>			

Reciting by heart

Year 1 Statutory POS	Year 1 Non- statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non- statutory guidance and overviews	Year 3 and 4 Statutory POS	Year 3 and 4 Non- statutory guidance and overviews	Year 5 and 6 Statutory POS	Year 5 and 6 Non- statutory guidance and overviews
<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: o learning to appreciate rhymes and poems, and to recite some by heart</p>		<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>		<p>develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.</p>	<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart</p>	

Discuss word meanings (and language)

Year 1 Statutory POS	Year 1 Non-statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non-statutory guidance and overviews	Year 3 and 4 Statutory POS	Year 3 and 4 Non-statutory guidance and overviews	Year 5 and 6 Statutory POS	Year 5 and 6 Non-statutory guidance and overviews
<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: o discussing word meanings</p>	<p>once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.</p>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>		<p>develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>		<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</p>

Rules for effective discussion

Year 1 Statutory POS	Year 1 Non- statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non- statutory guidance and overviews	Year 3 and 4 Statutory POS	Year 3 and 4 Non- statutory guidance and overviews	Year 5 and 6 Statutory POS	Year 5 and 6 Non- statutory guidance and overviews
			<p>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.</p>		<p>Pupils [] should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>		<p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p>

Role play

Year 1 Statutory POS	Year 1 Non- statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non- statutory guidance and overviews	Year 3 and 4 Statutory POS	Year 3 and 4 Non- statutory guidance and overviews	Year 5 and 6 Statutory POS	Year 5 and 6 Non- statutory guidance and overviews
	<p>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>	<p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p>					

Oral rehearsal for composition

Year 1 Statutory POS	Year 1 Non- statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non- statutory guidance and overviews	Year 3 and 4 Statutory POS	Year 3 and 4 Non- statutory guidance and overviews	Year 5 and 6 Statutory POS	Year 5 and 6 Non- statutory guidance and overviews
	<p>Pupils should be taught to: write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it discuss what they have written with the teacher or other pupils</p>	<p>Pupils should be taught to: consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</p>	<p>year 2 should be able to compose individual sentences orally and then write them down.</p>	<p>Pupils should be taught to: plan their writing by: discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops.</p>		<p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</p>

Oral reading for awareness of audience needs (See also reciting)

Year 1 Statutory POS	Year 1 Non- statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non- statutory guidance and overviews	Year 3 and 4 Statutory POS	Year 3 and 4 Non- statutory guidance and overviews	Year 5 and 6 Statutory POS	Year 5 and 6 Non- statutory guidance and overviews
<p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>		<p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>				<p>Pupils] should be able to prepare readings, with appropriate intonation to show their understanding. Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

Reading and listening to increase vocabulary and grammar of standard English

Year 1 Statutory POS	Year 1 Non- statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non- statutory guidance and overviews	Year 3 and 4 Statutory POS	Year 3 and 4 Non- statutory guidance and overviews	Year 5 and 6 Statutory POS	Year 5 and 6 Non- statutory guidance and overviews
			<p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English.</p>	<p>Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Pupils should be beginning to understand how writing can be different from speech.</p>		

Discuss their own writing (using metalanguage)

Year 1 Statutory POS	Year 1 Non- statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non- statutory guidance and overviews	Year 3 and 4 Statutory POS	Year 3 and 4 Non- statutory guidance and overviews	Year 5 and 6 Statutory POS	Year 5 and 6 Non- statutory guidance and overviews
		<p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>		<p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>			

Drama, formal presentations, discussion and debate and performance

Year 1 Statutory POS	Year 1 Non- statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non- statutory guidance and overviews	Year 3 and 4 Statutory POS	Year 3 and 4 Non- statutory guidance and overviews	Year 5 and 6 Statutory POS	Year 5 and 6 Non- statutory guidance and overviews
				<p>encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p>	<p>Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p>	<p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications.</p>	<p>Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.</p>