



Strategy Statement for Language and Communication



Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships





Equality Mission Statement (Equality Act 2010)

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'



Statement of Intent

Rationale

Language and Communication are the core skills that underpin our children's ability to learn, develop and thrive. By the end of their time with us, we want all children to feel confident in their own ability to communicate effectively and express their ideas and feelings using a variety of mediums based on a solid foundation of excellent vocabulary.

Good listening is taught both explicitly and implicitly and we encourage children to appreciate the thoughts and feelings of others in order to understand them and to enrich their own understanding.

We are a communication friendly school. We understand that people communicate in a variety of different ways. We respect and value these differences in order that all members of our school community are confident to communicate in their own way and to the best of their ability.

Promoting Personal, Spiritual, Moral, Social and Cultural Development and Fundamental British Values

We value all children's contributions and encourage our school community to be respectful and to understand that our differences are what make us special and that these differences are to be celebrated, valued and respected.

We encourage children to value the communication methods of others and to relish in their own ability to communicate their own thoughts and feelings effectively.

We teach a love of language by placing great emphasis on the importance of learning a rich and varied vocabulary using a wide range of reading texts as a basis to support this, as well as vocabulary displays in every classroom.

We teach and model active listening skills and link this to expectations for respectful behaviour which run is the backbone of our school motto and are also taught in our RE and PSHE curriculums.

Children at Becontree Primary School love developing their language and communication skills, they become...

Effective Communicators through:	Responsible and caring citizens through:	Active Contributors through:	Successful and independent learners through:	Confident and ambitious individuals through:
encouragement to participate in conversations, listen to others, respond appropriately and take turns to speak during lessons feeling that their contributions are valued and being taught to respond thoughtfully to others encouragement to debate issues respectfully modelling subject specific language clearly and effectively by teachers with expectation for pupils to include it in their responses 	developing an understanding and empathy for others teaching children to communicate effectively – including listening to others and valuing their opinion 	working collaboratively on projects engaging in discussions during lessons answering and asking questions 	engaging in self-assessment and evaluation of their work encouragement to problem solve and self-improve encouragement to have opinions based on facts to make educated decisions 	exposure to a wide range of knowledge to build understanding and confidence in their own thoughts and opinions exposure to roles-models who inspire and influence – especially those who are able to speak eloquently and persuasively 

Curriculum Overview

The national curriculum states that:

‘A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others through their reading and listening and so others can communicate with them. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised’.

Aims from the English national curriculum which directly link to Language and Communication:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate a rich and varied literary heritage
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken language:

Spoken language underpins the development of 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 reading and writing.

Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills. Pupils should develop the capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should all be taught to understand and use the conventions of debate.

Spoken language (National Curriculum 2014 KS1 and 2)

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.

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All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow

Statutory Requirements Year 1 - 6

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.

EYFS

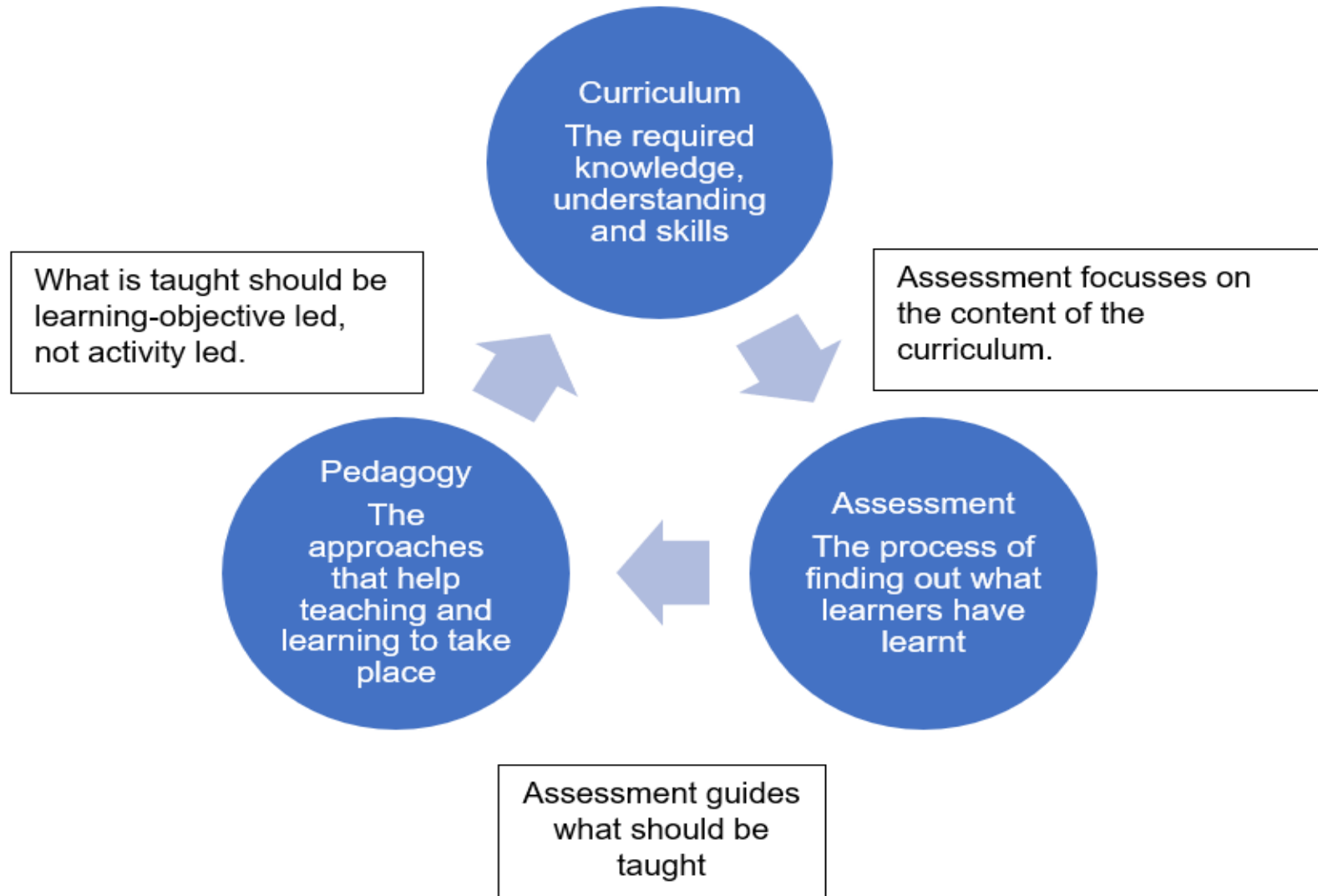
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



Our Pedagogical Principles



...they have opportunities to collaborate with peers and develop their oracy.	EEF Toolkit: Collaborative learning: High impact for low cost based on limited research (Impact 5 months +) Oral language interventions: High impact for low cost based on extensive research (Impact 6 months +) Peer Tutoring: High impact for very low cost based on extensive evidence (Impact 5 months +) Voice 21 Resources and Research The key elements that create a learning culture - Shirley Clark Closing the Vocabulary Gap – Alex Quigley Classroom Talk In Practice – Rupert Knight Teaching, Speaking And Listening – One Step at a Time – Ann Locke Talk For Writing Across the Curriculum – Pie Corbett and Julia Strong Word Aware – Stephen Parsons and Anna Branagan	- Assign weekly learning partners randomly to create opportunities for children to have a wide range of learning partners. - Set clear expectations for being good learning partners – this is introduced at the start of the year and reinforced throughout. -Use key terms ‘hog’, ‘log’ and ‘guide dog’ to support a whole school understanding of the types of learning partners. -Display expectations for being good learning partners in the classroom to serve as a constant reminder. -Display learning partners in the classroom. -Allow children to collaborate without too much interference/interruption from the teaching staff - instead, move around the class room listening actively to conversations without making eye contact -Use feedback to assess understanding and to guide the teaching - Develop pre-requisite key developmental skills children need to become an active learning partner: -Attention and Listening -Communication -Proximity and Interaction -Interaction and Active Learning -Critical Thinking and Active Learning <i>(Refer to the Effective Communication – Pre-requisite Skills for Effective Collaboration document)</i>	- Understand that they and their peers are part of the learning process. - Actively participate in their own and others’ learning. - Understand that they are safe to fail and make mistakes. - Join in discussions/collaborative learning in line with expectations. - Understand how to answer questions effectively using clear explanations, full sentences and appropriate vocabulary. - Learn new vocabulary and language and use it daily.
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		Use appropriate sentence stems to model expected language. -Promote the use of sentence stems by displaying or verbalising them. • Ensure that children have a clear understanding of new language and vocabulary – use deliberate teaching and displaying on the white boards to support this. -Develop new vocabulary actively – three words per week. • Employ effective questioning by using a range of question types. -Engage as many children as possible in the questioning. -Use minimal ‘hands up’ to choose a child/ren to respond – instead use other strategies such as lolly sticks OR cold-calling. -Create a psychologically safe space where children feel safe to try, even if they fail. -Ensure that children are given enough thinking time to consider the answer. -Give children time to discuss possible answers with their learning partner. -Insist on children explaining themselves clearly using extended answers and subject specific language. -Hold children accountable to feed back answers to the class. The ShREC approach is used in EYFS to engage young children in high quality interactions. This will build positive relationships and promote oracy	
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Teaching and Learning Approach (Pedagogy)

Planning and delivery of learning to meet the needs of all children

- Children are taught key listening and speaking behaviours and these are modelled explicitly and implicitly by the teacher.
- Listening and communication skills are demonstrated/modelled by the teacher.
- Praise and rewards are given to children who demonstrate these behaviours.
- Children are encouraged to speak using full sentences and to use good vocabulary.
- Whole school expectation that all children are taught to understand and accurately use three new words a week.
- These words are based on 'Teaching Speaking and Listening – One Step at a Time' Ann Locke. In EYFS, the lists are taught as they are, but in year 1 – 4, additional tier 2 words are added to these lists.
- New (tier 2) vocabulary is displayed longer term on a vocabulary board.
- Vocabulary is taught explicitly in all areas of the curriculum.
- All classrooms have a mobile whiteboard to note down vocabulary during lessons.
- Teachers have been trained to use a range of effective questions during lessons.
- A wide range of read-aloud books are chosen for each year group which provide rich vocabulary.
- This is a communication-friendly school – for example there are signs around the school showing the purpose for each room.
- Use of variously quality first teaching strategies: use of visual timetables, vocabulary boards, and working walls.
- Specific interventions are run to develop children's L&C e.g. Living Language in nursery, Speech link in reception. 1:1 targeted S&L sessions, the ARP/Zen Den supporting children with complex needs.

Supporting children who have English as an Additional Language (EAL)

- TB – SLISA supporting all EAL children who are at early language acquisition.
- Group of children from year 3 – 6 working with TB during English session. (9.30 – 10.45)
- Smaller group for maths as some children able to access classwork. (11.00 – 12.00)
- CGP EAL workbooks used.
- Village ... online planning tool?
- TB runs some pm groups for year 1 and 2 children at early language acquisition.
- TB provides guidance and resources to support teachers to provide for children in class.

Curriculum

Developing Teacher Subject Knowledge

- In school, and external, training and development opportunities
- Shared practice
- Clear expectations for language and communication development in class.
- Teaching and Learning Reviews are used to identify areas for further development.

Enrichment opportunities and Cultural Capital

- Debating/discussion is encouraged through Assemblies
- Children have opportunities to perform to others. E.g. poetry performances
- Leadership and Debating club

Parent and Community Links

- Key expectations shared with parents/carers and posted on website

Finding out what Learners Know

Evidencing Learning Outcomes

- Ongoing Formative Assessment.
- Display boards in classrooms and corridors reflect a selection of topics.