



Year 2

Spoken Language Breadth of Study



Children should be taught to:

Speak standard English eloquently

Adult modelling and correction of common grammatical mistakes.

Exposure to high-level vocabulary through well chosen texts..

Opportunities to perform poetry and song.

Confidently speak to a small group

Opportunities for discussions in whole class and small group settings.

Opportunities for every child present in Show and Teach at least once per term.

Listen attentively in a range of situations

Demonstrating understanding by asking and answering questions.

Beginning to integrate listening with other tasks.

Autumn	Spring	Summer
Speaking		
<p>Children use speech that is consistently clear and easy to understand.</p> <p>Children ask relevant questions for clarification.</p> <p>Children use a range of connectives to expand their sentences and to explain and justify their point.</p> <p>Children are beginning to check for their listeners' prior understanding.</p> <p>Children begin to use a more formal register in appropriate settings (e.g greeting visitors).</p>	<p>Children use speech that is consistently clear and easy to understand.</p> <p>Children ask relevant questions for clarification.</p> <p>Children use a range of connectives to expand their sentences and to explain and justify their point.</p> <p>Children use intonation and facial expression to emphasise meaning.</p> <p>Children begin to use a more formal register in appropriate settings (e.g greeting visitors).</p>	<p>Children use speech that is consistently clear and easy to understand.</p> <p>Children check for their listeners' prior understanding.</p> <p>Children begin to use a more formal register in appropriate settings (e.g greeting visitors).</p> <p>Children describe their own experiences in detail and in the correct order.</p> <p>Children describe people, places, things and actions orally in order to support writing.</p> <p>Children use irregular past tense verbs with accuracy.</p>
Listening		
<p>Children listen attentively and show understanding by joining in and responding.</p> <p>Children are able to integrate listening with other tasks.</p> <p>Lessons should include opportunities to discuss as a whole class, with talk partners, and in small mixed ability groups of 3-6 children.</p>		
Vocabulary		
<p>Make use of Word Power in the Lit and Lang scheme to build new vocabulary and allow children to 'play' with new words.</p> <p>Vocabulary related to a discussion should be introduced and any new words defined at the start.</p> <p>Children use an imaginative range of descriptive words and are regularly exposed to high-level vocabulary while exploring stories, songs, poems and rhymes.</p> <p>Children begin to recognise the differences between formal and informal language and use it appropriately.</p>		
Show and Teach		
<p>Show and Teach:</p> <p>At home children use a scaffold to prepare to teach the class something they consider themselves an 'expert' in. This could be a song, poem, phrases in another language, or some tips on how to draw etc. They can bring in props to help them.</p> <p>They speak in a clear and confident voice while presenting and are prepared to answer questions about their 'lesson'.</p>		

The scaffold sent home with the child is also displayed in the classroom for reference.

The rest of the class are an attentive audience and ask questions relevant to the speaker's explanation. A scaffold to encourage thoughtful questions is also displayed in the classroom for children to reference.

At least 3 children have the opportunity to present each week.

Performance

<p>Performance Assembly: The Owl and the Pussycat by Edward Lear</p> <p>Discussion: Friendship and people who are different to us.</p> <p>Key Stage 1 Christmas Production</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p>	<p>Performance Assembly: Aliens Stole my Underpants by Brian Moses</p> <p>Discussion: What do you think aliens might find interesting about underpants? What artefact would you like to bring back from a trip to space?</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p>	<p>Performance Assembly: Tongue Twisters</p> <p>A particular focus on clear delivery. Do they know any tongue twisters in their home languages? Could they teach them in Show and Teach.</p>
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Unicef Articles

Article 13	Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
Article 29	Every child has the right to an education that should help them to use and develop their talents and abilities.
Article 31	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.