



Year 3

Spoken Language Breadth of Study



Children should be taught to:

Speak standard English

Adult modelling and correction of common grammatical mistakes.
Exposure to high-quality texts.

Present to large groups

Opportunities in class, performance assemblies, and the Key Stage 2 Performance Assembly.
Encouragement to speak clearly and confidently.

Develop their vocabulary

The teaching of Word Power in the Lit and Lang scheme.
Presentation of new vocabulary with definitions prior to discussions.
Activities to differentiate shades of meaning.

Autumn

Spring

Summer

Speaking

Develop ideas and feelings through sustained speaking turns.

Children ask relevant questions to extend their understanding and knowledge.

When speaking children use intonation to make their meaning clear (e.g when using hyperbole or sarcasm).

Begin to vary delivery style to suit the situation (e.g When telling a story, children use their voice to bring the story to life.)

Children begin to use a more formal register in appropriate settings (e.g greeting visitors).

Begin to be aware of what the listener knows already.

Listening

Lessons should include opportunities to discuss as a whole class, with talk partners, and in small mixed ability groups of 3-6 children.

Know and use key points needed to focus on in order to follow a set of instructions

Vocabulary

Make use of Word Power in the Lit and Lang scheme to build new vocabulary and allow children to 'play' with new words.

Children use an imaginative range of descriptive words and are regularly exposed to high-level vocabulary while exploring stories, songs, poems and rhymes.

Children take part in discussions using subject specific vocabulary. Where necessary new high-level vocabulary should be introduced at the start of a lesson with any unfamiliar words defined.

Children begin to use more specific verbs to convey shades of meaning.

Show and Teach

Show and Teach:

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.

They speak in a clear and confident voice while presenting and are prepared to answer questions about their 'lesson'.

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

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| <p>Performance Assembly: Another Day by John Cunliffe</p> <p>Discussion: Gender stereotypes</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p> | <p>Performance Assembly: Every Time I See Her by Grace Nichols</p> <p>Discussion: Where does our food come from?</p> <p>Key Stage 2 Performance Assembly</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p> | <p>Performance Assembly: Breakfast for One by Judith Nicholls</p> <p>A particular focus on clear delivery.</p> <p>Discussion: How has the author been able to play with the order of the words?</p> |
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| Unicef Articles | |
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| 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. |