



Year 4

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

Identify clearly and appropriately when they haven't been understood, controlling their responses and tailoring their reactions to suit the situations.

Children ask specific questions about what additional information they need to extend their understanding and knowledge.

Use a range of regular and unusual word endings.

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

Children are able to add or leave out details according to how much their listeners already know.

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

Listening

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

Listen to information, work out which elements are key and make relevant, related comments.

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.

Choose language specifically to support a range of meaning/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

<p>Performance Assembly: The Tyger by William Blake</p> <p>Discussion: Compare with The Lamb.</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p>	<p>Performance Assembly: Shop Chat by Libby Houston</p> <p>Discussion: Do you know any tongue twisters in your home language? Encourage someone to teach one in Show and Teach</p> <p style="text-align: center;">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: There isn't Time by Eleanor Farjeon</p> <p>Discussion: Should we live in the moment or plan for the future?</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.