



St. Stephen's School
and Children's Centre
Learning for Life

Year 5

Spoken Language Breadth of Study



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Learning for Life

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.

Autumn

Spring

Summer

Speaking

Understand and use different question types.

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

Conduct a sustained and appropriate conversation with an adult.

Understand and recognise simple jokes and recognise simple idioms, using them if possible.

Improved use of standard English and beginning to identify and correct others' incorrect grammar.

Speakers gain, maintain and monitor the interest of the listener(s)

Listening

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

Children can work collaboratively in groups with their peers, taking account of each other's ideas.

Children can share ideas, information, and advice. They offer and take notice of the opinion of others.

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.

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

Performance Assembly:
The Witches' Spell by William Shakespeare

Performance Assembly:
Who Made a Mess by Steve Turner

Performance Assembly:
The Jabberwocky by Lewis Carroll

Discussion: Shakespeare's work and

Discussion: the environment,

Discussion: Can we give meanings to these words? How do words get

<p>Macbeth.</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p>	<p>climate change, what we can do.</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>meaning?</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p>
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<h2 style="text-align: center;">Unicef Articles</h2>	
<p>Article 13</p>	<p>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.</p>
<p>Article 29</p>	<p>Every child has the right to an education that should help them to use and develop their talents and abilities.</p>
<p>Article 31</p>	<p>Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>