

## Curriculum Vision: Spoken Language

The aim of the Spoken Language curriculum at Sandgate Primary is to progressively develop children's competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. The curriculum is designed around a simple Spoken Language Framework which is used with all pupils to develop their understanding of active strategies to use before, during and after speaking opportunities. The curriculum is supported by assessment which provides pupils with the opportunity to demonstrate what they know and can do, whilst allowing gaps to be identified and addressed without impacting negatively on further learning.

## Threads: Spoken Language

The Spoken Language Curriculum at Sandgate Primary is designed around capitalising on core curriculum areas and daily routines, as well as providing additional opportunities for children to present to audiences.

- **Daily talk routines:** children and teachers use 'talk partners' regularly. Children learn to face their partner, take it in turns and listen attentively to responses. Teachers engage children in effective talk partner routines through rigorous daily training.
- **Talk for Writing:** teaching sequences include opportunities to learn and present a model text, as well as drama and role play to deepen understanding and practise core language patterns.
- **Talk for Reading:** teaching sequences facilitate very regular paired, group and whole class debate and discussion focused around the unit synopsis e.g. to recognise how character's might display contrasting points of view through their behaviour (perspective/viewpoint).
- **Poetry:** all pupils have the opportunity to perform a class poem to parent/carers in the following terms - Term 3 Years 5 and 6; Term 4 Years 3 and 4; Term 5 Years 1 and 2 and EY Term 6.
- **Debate and discussion:** foundation subject teaching sequences facilitate very regular paired, group and whole class debate and discussion focused around the topic area e.g. Was the Industrial Revolution a good or bad thing for humankind?

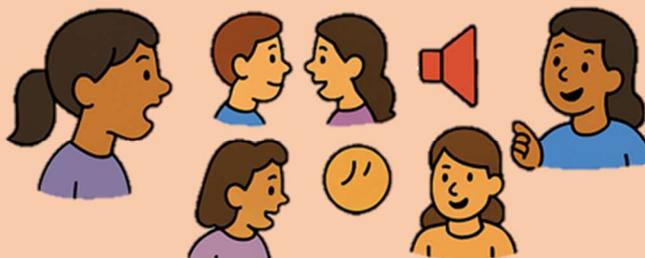
## Sandgate Primary School Spoken Language Framework

### BEFORE I TALK, I SHOULD...



- Check whether it's my turn.
- Organise and prepare what I want to say in my mind or on paper.
- Practise saying what I want to say with my 'inner' voice.

### WHEN I TALK, I SHOULD...



- Face towards the people or person I'm speaking to.
- Make sure I'm loud enough for others to hear.
- Check I'm not speaking too quickly.
- Use my face and body language to help others understand the words.
- Use words that suit what I'm trying to say and the people I'm speaking to.
- Speak in full sentences.
- Expand on or explain what I'm trying to say.
- Pause to let others take a turn.

### WHEN OTHERS TALK, I SHOULD...



- Encourage others to take a turn.
- Face towards the person who is speaking.
- Avoid speaking at the same time as someone else.
- Think of things I might want to respond with.
- Wait my turn to respond.

Spoken Language Year R-6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
					↓
			<b>Children not at EXS</b>		
<p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>					
<p><b>Key Stage 1</b> Pupil can:</p> <ul style="list-style-type: none"> <li>• Check &amp; wait for their turn before speaking.</li> <li>• Face towards and listen to the person or people speaking.</li> <li>• Speak in full sentences typically of more than three or four words, with known words clearly enunciated.</li> <li>• Use vocabulary and phrases that suit the context, audience or purpose.</li> <li>• Begin to extend back-and-forward discussions by thinking about ways to respond, asking questions, explaining or hypothesising.</li> </ul>					
<p><b>Key Stage 2</b> Pupil can:</p> <ul style="list-style-type: none"> <li>• Organise and prepare appropriately for speaking, including for debates and presentations.</li> <li>• Face towards and listen to the person or people speaking, waiting their turn before responding.</li> <li>• Extend back-and-forth conversations by asking questions, justifying answers, arguments and opinions, giving well-structured descriptions, explanations and narratives or expressing feelings.</li> <li>• Maintain attention by staying on topic, initiating and responding to comments, facing towards the audience and using face and body language.</li> <li>• Speak with appropriate volume relevant to the task, fluently and with language (vocabulary, sentence structure, tone) matched well to audience, purpose, and context.</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>					

# Poems to be learnt

## Early Years

### Mix a Pancake by Christina Rossetti

Mix a pancake,

Stir a pancake,

Pop it in the pan;

Fry the pancake,

Toss the pancake – Catch it if you can.

### Dark by Carol Duffy.

If you think of the dark  
as a black park  
and the moon as a bounced ball,  
then there's nothing to be frightened of  
at all.

(Except for aliens...)

## Year 1

### After Dark by Michael Rosen

Outside, after dark, trains hum and traffic lights wink.

After dark, after dark.

In here, after dark, curtains shake, cupboards creak.

After dark, after dark.

Under the covers, after dark, I twiddle my toes and hug my pillow.

After dark, after dark.

Cats Sleep Anywhere by Eleanor Farjeon

Cats sleep, anywhere,  
Any table, any chair  
Top of piano, window-ledge,  
In the middle, on the edge,  
Open drawer, empty shoe,  
Anybody's lap will do,  
Fitted in a cardboard box,  
In the cupboard, with your frocks  
Anywhere! They don't care!  
Cats sleep anywhere.

Year 2

I Don't Want to Go into School by Colin McNaughton

I don't want to go into school today; Mum,  
I don't feel like school work today.  
Oh, don't make me go to school today, Mum  
Oh, please let me stay home and play.  
But you must go to school, my cherub, my lamb,  
If you don't it will be a disaster,  
How would they manage without you, my sweet,  
After all you are the headmaster!

**The Small Ghostie**

When it's late and it's dark  
And everyone sleeps...shhh shhh shhh,  
Into our kitchen  
A small ghostie creeps... shhh shhh shhh.

We hear knocking and raps  
And then rattles and taps,

Then he clatters and clangs  
And he batters and bangs,

And he whistles and yowls  
And he screeches and howls...  
So we pull up our covers over our heads  
And we block up our ears and WE STAY IN OUR BEDS

Barbara Ireson

Year 3

**Slowly**

Slowly the tide creeps up the sand,  
Slowly the shadows cross the land.  
Slowly the carthorse pulls his mile,  
Slowly the old man mounts the stile.

Slowly the hands move round the clock,  
Slowly the dew dries on the dock.  
Slow is the snail – but slowest of all  
the green moss spreads on the old brick wall.

James Reeves.

***Daddy Fell Into the Pond by Airrea noyes***

Everyone grumbled. The sky was grey.  
We had nothing to do and nothing to say.  
We were nearing the end of a dismal day,  
And there seemed to be nothing beyond,  
THEN

*Daddy fell into the pond!*

And everyone's face grew  
merry and bright,  
And Timothy danced for sheer delight.  
"Give me the camera, quick, oh quick!  
He's crawling out of the duckweed!"

*Click!*

Then the gardener suddenly  
slapped his knee,  
And doubled up, shaking silently,  
And the ducks all quacked  
as if they were daft,  
And it sounded as if the old drake laughed.  
Oh, there wasn't a thing that didn't respond  
WHEN

*Daddy fell into the pond!*

## Year 4

### Bedtime by Eleanor Farjeon

Five minutes, five minutes more, please!

Let me stay five minutes more!

Can't I just finish the castle

I'm building here on the floor?

Can't I just finish the story

I'm reading here in my book?

Can't I just finish this bead-chain —

It almost is finished, look!

Can't I just finish this game, please?

When a game's once begun

It's a pity never to find out

Whether you've lost or won.

Can't I just stay five minutes?

Well, can't I just stay just four?

Three minutes, then? two minutes?

Can't I stay one minute more?

### [On The Ning Nang Nong](#)

By Michael Rosen

On the Ning Nang Nong  
Where the Cows go Bong!  
and the monkeys all say BOO!  
There's a Nong Nang Ning  
Where the trees go Ping!  
And the tea pots jibber jabber joo.  
On the Nong Ning Nang  
All the mice go Clang  
And you just can't catch 'em when they do!  
So its Ning Nang Nong  
Cows go Bong!  
Nong Nang Ning  
Trees go ping  
Nong Ning Nang  
The mice go Clang  
What a noisy place to belong  
is the Ning Nang Ning Nang Nong!!

## Year 5

I'm walking  
with my iguana

I'm walking  
with my iguana

When the temperature rises  
to above eighty-five,  
my iguana is looking  
like he's coming alive.

So we make it to the beach,  
my iguana and me,  
then he sits on my shoulder  
as we stroll by the sea. . .

and I'm walking  
with my iguana

Well if anyone sees us  
we're a big surprise,  
my iguana and me  
on our daily exercise,

till somebody phones  
the local police  
says I've got an alligator  
tied to a leash.

when I'm walking  
with my iguana

I'm walking  
with my iguana

It's the spines on his back  
that make him look grim,  
but he just loves to be tickled  
under his chin.

And I know that my iguana  
is ready for bed  
when he puts on his pyjamas  
and lays down his sleepy head.

And I'm walking  
with my iguana

still walking  
with my iguana

## Gran Can you Rap? *By Jack Ousbey*

Gran was in her chair she was taking  
a nap

When I tapped her on the shoulder to  
see if she could rap.

Gran, can you rap? Can you rap?  
Can you, Gran?

And she opened one eye and said to  
me, **man,**

**I'm the best rapping Gran this world's  
ever seen**

**I'm a tip-top, slip-slap, rap-rap queen.**

And she rose from her chair in the  
corner of the room

And she started to rap with a **bim-  
bam-boom,**

And she rolled up her eyes and she  
rolled round her head

**I'm the best rapping Gran this world's  
ever seen**

**I'm a nip-nap, yip-yap, rap-rap queen.**

Then she rapped past my dad and  
she rapped past my mother,

She rapped past me and my little  
baby brother.

She rapped her arms narrow she  
rapped her arms wide,

She rapped through the door and she  
rapped outside.

She's the best rapping Gran this  
world's ever seen

She's a dip-drop, trip-trap, rap-rap  
queen.



She rapped down the lane she rapped up the  
hill,

And as she disappeared she was rapping still.

I could hear Gran's voice saying, listen, man,

Listen to the rapping of the rap-rap Gran.

**I'm the best rapping Gran this world's ever seen.**

**I'm a —**

**Tip-top, slip-slap,**

**Nip-nap, yip-yap,**

**Hip-hop, trip-trap,**

**Touch yer cap,**

**Take a nap,**

**Happy, happy, happy, happy,**

**Rap-rap queen.**



Year 6

**In Flanders Fields**

BY [JOHN MCCRAE](#)

In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie,  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

**THE TIN CAN BAND** By Margaret Mahy

Oh, the tin can band,  
Oh, the tin can band!  
It's the dinniest band  
In the big bright land.  
It's a sing-song band, it's a bing-bong  
band,  
It's a miss-a-beat, have-a-treat, skippy-  
feet band.  
As we march along with our pots and  
pans,  
And we bing and bong on our old tin cans.

We're a-singing and a-songing to the  
binging and the bonging.  
We're escaping and a-skipping out  
On every hand.  
And it sounds like a battle  
When our tin cans rattle,  
When our tin cans rattle  
And our tin cans clang.  
Yes, it's sounding like the prattle and the  
tattle of a battle  
Like a merry monster cannon going BANG,  
BANG, BANG!

Though silence falls when the band goes  
by,  
And the street is bare to the hills and sky,  
There's a nitter and a natter,  
And a tiny tinny patter,  
Like a whisper (only crisper)  
Like a tin toy's sigh,  
And a flutter like a mutter,  
Like a sunny sort of stutter,  
Going giggling down the gutter  
Where the funny echoes die.

---