



# St Thomas of Canterbury Curriculum Inclusion Strategies



## Speaking and Listening

Quality First Teaching – Promoting independence, providing suitable challenge, meeting a variety of learners needs and overcoming barriers.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"><li>• Teacher led modelling of Standard English and expectation that the pupil uses Standard English.</li><li>• Teacher led modelling of social cues – eye contact, body language, turn taking.</li><li>• Adults use blank level questioning, appropriate to each child.</li><li>• Powerful and diverse books model act as excellent models of language and grammar, often linking to other subject areas to increase knowledge</li><li>• Speaking and listening at the heart of the curriculum to encourage articulation of ideas and questions.</li><li>• LAPs curriculum followed; steps of NC broken down further into key learning statements (R-Y6).</li><li>• Support – speech prompt, <i>eg Book Talk prompt</i>, additional/simple vocabulary, peer/adult support.</li><li>• New vocabulary explored through visual, image, explanation.</li><li>• Practise of taught skills applied throughout the curriculum.</li><li>• Careful pairing of children to promote the use of good models of Standard English.</li><li>• Learning is re-visited and understanding deepened before moving on.</li><li>• Pupils listen to and learn poems – 3 each year. Poems are performed during assemblies, giving children an audience and purpose.</li><li>• Data, both formative and summative, informs pupils' next steps in learning.</li><li>• Regular discussion and debate is planned into lessons across the curriculum, not just in English lessons. Teachers plan and guide pupils how to listen to and respond to the views of others, including those with a different viewpoint. Structure discussion practice is built into our curriculum offer to enable and upskill pupils to become articulate and confident citizens in modern Britain, able to contribute to civic society.</li></ul>
Early Years Foundation Stage  is linked to Development Matters area of learning.	<p><b>Communication and language (listening &amp; attention, understanding and speaking)</b></p> <p><b>Aspects of oracy – physical, linguistic, cognitive, social &amp; emotional:</b></p> <ul style="list-style-type: none"><li>• Use of visuals to promote good listening &amp; attention</li><li>• Early introduction to engaging group sessions to promote good learning behaviours</li><li>• Regular assessment of understand &amp; use of language to inform cohort position &amp; curriculum planning</li><li>• Address grammatical errors in speech discretely through modelling back</li><li>• Consistent modelling of turn-taking, role play, vocabulary &amp; following instructions in the Nursery year</li><li>• Speech and language targets shared with staff &amp; parents</li><li>• Adjusting group sizes to encourage participation &amp; abilities to encourage confidence &amp; sense of success</li><li>• Support parents through workshops to support school readiness</li><li>• Offer questioning opportunities which can facilitate a variety of response types.</li></ul>

	<ul style="list-style-type: none"> <li>• Skilled &amp; informed support staff that know and understand the children's next steps in learning</li> <li>• Time-limited and carefully monitored intervention – WELCOMME in Nursery and Reception.</li> </ul> <p><b>Implemented in the Acorn Classroom</b></p> <ul style="list-style-type: none"> <li>• Visual choice boards</li> <li>• Sound buttons to give non-verbal children a voice</li> <li>• Concrete items during language lessons</li> <li>• Extra time given when waiting for a response</li> </ul>
Key Stage 1 & 2	<p><b>Speaking and Listening – KS1</b></p> <ul style="list-style-type: none"> <li>• Prosody modelled and expected during Little Wandle comprehension session, (session 2 of 3).</li> <li>• Modelling correct use of taught grammar within context. <i>St Thomas of Canterbury, adult led discussion about weekend news using –ed suffix correctly.</i></li> <li>• Develop and model early grammatical sentence structure using visual support programmes <i>e.g colourful semantics.</i></li> <li>• Orally composing sentences prior to writing to support composition.</li> <li>• Offering opportunity to apply and articulate new vocabulary in a meaningful and real context.</li> <li>• Using dramatic techniques to develop generate ideas and develop imagination.</li> <li>• Using visuals to prompt and promote vocabulary linked to a topic.</li> </ul> <p><b>Speaking and Listening – KS2</b></p> <ul style="list-style-type: none"> <li>• Expectations become more demanding – eg. critical discussion, engaging in debate, presenting a speech, performing play or poem, <i>eg. Y4 pupils persuade their peers to buy their bar of chocolate – recorded and accessed via QR code. Y6 pupils co-write and perform a play for their end of year show. All pupils take part in roles – singing in groups/solo, speaking in groups/alone.</i></li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, <i>eg. In Y5 children share their predictions before they separate the mixture in science.</i></li> <li>• Pupils select and use appropriate registers for effective communication, <i>eg. Y6 complain informally and reply formally.</i></li> </ul> <p><b>Speaking and Listening - Y1-6</b></p> <ul style="list-style-type: none"> <li>• Pupils encouraged to 'have a go' to increase participation and improve confidence.</li> <li>• RE and PE pupil leaders encouraged to plan and deliver sessions to other pupils, speaking in a clear and concise manner.</li> <li>• SEEMA materials and EMTAS referral for pupils new to English.</li> <li>• Time-limited and carefully monitored intervention – TALC after school, IEP targets.</li> <li>• Assessments made by external Speech and Language therapist. SMART targets set and shared with adults and parents.</li> </ul>