



Communication strategy

Policy Reviewed:	September 2024
Next Review:	September 2025

Red Lane Primary School
Communication Strategy

Rationale

We believe that communication is central to learning, culture and life. We acknowledge that high quality talk leads to high quality literacy. Speech, language and communication play a vital role in our lives. Without being able to talk to, and understand other people we can't do things like:

- Communicate with our families
- Buy things at the shops
- Watch television
- Build relationships
- Socialise
- Learn
- Go to work

The national curriculum for English reflects the 'importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing'. (English programmes of study: key stages 1 and 2)

Aims:

1. To cultivate successful, confident speakers and listeners who are equipped for life.
2. To raise standards in writing and communication through focused use of speaking and listening across the curriculum.
3. To raise standards in vocabulary across the curriculum to ensure pupils have a good understanding of all of the topics being learnt
4. For pupils to have a thorough awareness of the vocabulary taught in all areas of the curriculum and to use this in their speaking and writing

Objectives:

1. To create an environment where child's language, dialect, way of talking are respected.
2. Develop pupils who are confident and articulate in their discussions and can listen with respect to each other and all adults.
3. To ensure that all pupils have equal access to speaking and listening opportunities, throughout all subjects.
4. To raise pupils' levels of attainment/achievement in speaking and listening throughout the school.
5. To ensure pupils appreciate, through talk, the feelings and cultural experiences of others.
6. To develop awareness of different types of talk.
7. To enable the pupil to reflect on the different types of talk.
8. Be aware of, and meet the needs of children with English as an additional language of children with speech and language difficulties

In order to take account of these aims the following should be considered:

- a) All adults will ensure they model themselves as articulate and confident talkers.
- b) Pupils will be encouraged to express their opinions and be confident in sharing their ideas.
- c) Pupils will be encouraged to name and use in context a wide range of words that are sophisticated for a pupil of their age.
- d) Pupils will show enthusiasm and enjoyment for talking activities.

Learning and Teaching

At Red Lane we believe that children should be able to express their ideas fluently, showing creativity in their ideas and language choice. Pupils should develop a mature understanding of the differences between written and spoken language. We identify that the ability to speak and listen is fundamental to pupils' language and social development, and that it is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. We understand that pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

The importance of developing oracy is essential if pupils are to become literate. We support pupils in many ways to develop their vocabulary and oracy. During book talk sessions pupils have an explicit session on the teaching of vocabulary. This is to look at new vocabulary and practise the meaning. During topic lessons, the first lesson is a pre- teach of vocabulary which pupils will come cross during the topic. This is on the knowledge organiser and also visuals and meanings. Pupils have access to apps such as LBQ to help retrieve and practise new learnt vocabulary. Read write inc. sessions support pupils with their fluency in speaking and they also need to answer questions about what is happening in the text.

'The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing'. (English programmes of study: key stages 1 and 2)

Speaking and Listening

At Red Lane we acknowledge that all children have the right to learn and have their ideas valued. All pupils are taught rules (see appendix) for listening throughout their time at the school. Circle Time activities are carried out regularly to encourage and allow children to practice their speaking and listening skills, especially in the Early Years.

Children in all classes are read aloud to on a daily basis, and the use of classroom listening stations to provide regularly opportunities to enhance listening skills. These experiences combined with planned musical and drama activities, including songs and rhymes, throughout all curriculum areas aid the development of both listening skills and auditory memory.

Vocabulary

To develop a pupils vocabulary in the classroom there are a number of strategies that are used across school

Early years	Vocabulary displayed in areas (where appropriate) Topic vocabulary on knowledge organisers Progression in vocabulary across topics Topic vocabulary shared with parents Book talk sessions
Key stage 1	Topic vocabulary on knowledge organisers Read write inc. sessions Progression in vocabulary across topics Individual lesson on the teaching of topic vocabulary Topic vocabulary shared with parents Vocabulary displayed on topic walls (where appropriate)

Key stage 2	Topic vocabulary on knowledge organisers Progression in vocabulary across topics Topic vocabulary shared with parents Vocabulary displayed on topic walls (where appropriate) Guided reading sessions Individual lesson on the teaching of topic vocabulary Book talk sessions
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Provision for vocabulary in the classroom may include:

- topic vocabulary displayed in the classroom. This may be a dedicated wall or it may form part of a topic display.
- provision for children to talk and play some vocabulary games (which are attached as an appendix to this document)
- Pre- teach of vocabulary for struggling learners

Continuous Provision for the development of Speaking and Listening Skills

Breakfast

Every class has breakfast time which allows opportunities for children to practise and rehearse speaking and listening skills on a daily basis. This includes developing children’s ability to talk to others and with others on a range of topics through a variety of stimulus.

Questioning

We believe that good questioning is key to the development of talk. Teachers ask a range of open ended questions that involve higher order thinking in order to: stimulate discussion, focus attention, rouse curiosity and interest, elicit views, feelings and experience and make the children think. We understand the differences in children’s developmental ability to answer questions. In order to target questioning appropriately staff use Blank Level Questions. We are also aware of the range of question types (See appendix) and through careful planning of questions, ensure provision for effective questioning is made within all lessons.

Elklan and Welcomm

At Red Lane we appreciate the importance that developing children’s language has not only on their reading and writing but also on social interaction. We use many of the principles of Elklan including;

- Word maps
- Mind maps
- Blank levelled questions
- Linguistic concepts

In Early Years we use Welcomm resources to assess a child's language ability in relation to their age and then plan a range of interventions for children who have not met age related expectations. Each child is assessed every term to ensure progress is made. We also use the black sheep press narrative packs to plan in interventions for children who are working significantly below age related expectations. All children in Early years take part in some form of narrative session each week.

Speech Therapy

At Red Lane we work closely with outside agencies such as speech therapists to ensure that children are referred as soon as possible to outside agencies. We buy in Nest Therapy and pupils with a speech and language difficulty access interventions in a group setting with a trained speech therapist. These strategies and resources are then shared with staff in the classroom.

Activities will use a range of resources and stimuli, and include such strategies as:

- Drama
- Role Play
- Auditory Literacy
- Video Clips
- Poetry
- Stand up, hand up, pair up
- Find someone who...

We believe that learning talk includes a variety of different genres which all children should access on a regular basis throughout all areas of the curriculum. These include: narrate; explain; instruct; discuss; negotiate; argue, reason and justify; imagine and speculate; ask different kinds of question; receive and build on answers; analyse and solve problems; explore and evaluate ideas. Furthermore crucial to this development is the ability to: listen; think about what they have heard; give others time to think, and be receptive to alternative points of view.

The learning environment is organised to facilitate talk by:

- role play
- Props and puppets for retelling stories
- Small world areas
- Topic displays
- Working walls
- Circle time
- Ipad apps to promote vocabulary

Speaking and Listening Resources

Puppets

Story-making props

Costumes/props

Playscripts

Picture books and other visual stimuli

Staff CPD

Staff have a training schedule and we provide training for staff on the development of communication. We then use peer sessions and team teach to support new staff in the development of teaching. This is through coaching sessions with other staff. Some examples of training sessions include elklan, communication friendly strategies and vocabulary development and teaching.

Appendix – Rules for Listening

EYFS and KS1

Eyes looking
Ears Listening
Legs crossed
Feet quiet
Hands Still
Lips closed

KS2

Look at the speaker
Try to keep still
Concentrate on what the speaker is saying
Think about what the speaker is saying
Ask questions if it is not clear
Value and respect what the speaker has to say even if their opinion differs from your own.
Try to remember what has been said.



Appendix 3- vocabulary games
Resources and ideas for the teaching of vocabulary



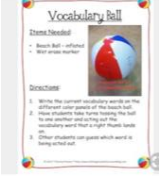





BASE Academy

Based on the word aware method for teaching vocabulary

Teaching vocabulary

Game	Description
Eye spy	Give pupils a list of words to find in a text. Use magnifying glass to make more realistic
Sorting hat	Give pupils a list of words to sort into categories. They can use their own categories if they need to.
Word pairs	Words that are opposite. Pupils need to match them
Games	Boggle, banagrams, scattogories, scrabble
Word hunt	Scavenger hunt in newspapers, magazines etc.
Word wheel	
Vocabulary photo album	
Word relay	Jumble up word and definition. Get pupils to match the word and the definition
	
Headbands	Pupils have a word on their head and then need to guess what the word is by asking questions about the word
Concept cube	<ul style="list-style-type: none"> • Write the assigned vocabulary word in one square. • Write a synonym (word or phrase) in another square. • Write an antonym (word or phrase) in another square. • Write a category or categories it could belong to. • Write the essential characteristics of the concept of this word. • Give one example.
Word detective	<ul style="list-style-type: none"> • The teacher gives students a list of key words to search for. • Students are to write each target word and its sentence on a sticky note, then place it on their desk each time they encounter a key word. • At the end of each school day, devote a few minutes to reading each sticky note. • You can even make a game out of it by assigning each word a point.

<p>Word a day</p>	<ul style="list-style-type: none"> Choose a word a day and display on your working wall
<p>Using paint strips write the root word at the top and then words that mean the same or that could be used e.g. nice</p>	
<p>Throw a ball into the different words</p>	
<p>Using a beach ball write target vocabulary on the ball and then throw and catch the ball</p>	
<p>Small bags with different vocabulary that could be used</p>	
<p>Draw a picture to represent the word Write some examples of how the word can be used Write some words that are the opposite of the word Write your own definition</p>	
<p>Spinner</p>	
<p>Charades</p>	<p>select a word from the word pot for other children to guess</p>
<p>Act it out-</p>	<p>brief play where you would use the word</p>
<p>True or false</p>	<p>generate words or phrases from the word pot that are true/false</p>
<p>Word and context</p>	<p>a word is chosen, children are then asked for an example of how they might use the word in that context</p>
<p>Make up a story-</p>	<p>children write a brief paragraph that exemplifies that word</p>

Connections-	select 2 words and explain why they are connected e.g. country and global
Spin challenge-	We will have a go at this!
Into writing-	use the word in writing
Pass the word-	a child chooses a word and starts the story, they then pass to the next person

Sounds in words

Clapping syllables	Select a topic e.g. minibeasts, colours. The first child name an objects connected with eh chosen topic and claps out the syllables. Move onto the next child
Rhyme sounds	Make up a rhyming string to go with the child's name e.g. Philippa, tilippa, blippa, klippa. Apply this to other word e.g. cylinder
Matching rhymes	Using a set of different rhyming pictures. Get the children to sort into groups that rhyme
First sound	Put your hand up if you can think of a word that begins with a, b etc.
Syllable divide	Write word on a piece of card and then write the corresponding number of syllables and cut up. An alternative is to cut an elephant into 3 pictures
I spy...	Traditional game. Can adapt to something coloured red/ blue. Something spiky
Word jump	Whole class starts in a squatting position. Repeat the target word quietly and then louder and louder

Games with few or no resources

Pass the object	Pass an interesting object around that has many features and children have to describe it
I give you this gift	Use a feely bag and some interesting toys that can be used to describe objects. Go around the circle and children choose an object from the bag. One child gives to the next child and says I give you this because it is...
Word rounds	Choose a category (e.g. animal) / attribute (e.g. wrinkly)/ function (something you cut with)/ place (somewhere you go on holiday)/ sound (something beginning with p)/ syllable (something with 3 syllables). Go round the circle asking for things that fit that description
1 minute round	Choose item as above but one 1 minute to work with
Items by exclusion	Think up a category and something that does not belong e.g. think of a type of rock that is not a pebble- e.g stone, gravel, boulder

Henry VIII	Select a historical figure or fictional one. Think of 5 words to describe e.g. Henry VII- fat, greedy, powerful, wealthy, self-centred
20 questions	One person thinks of an object and then partner can ask questions. Person thinking of object can only answer yes/ no
What can it do?	One person call out an object and then the next person is required to think of 5 things that it can do or that can be done with it
Give us a clue	Children take it in turns in selecting a picture/ written word which is hidden from the group. The child then describes the item whilst the remaining children guess what it is <ul style="list-style-type: none"> - Clap the syllables - What sound does it start with - What does it rhyme with - What do we do with it - Where can it be found - What category is it - Describe it - Who might use it - When might you use it -
Topic brainstorm	Name a topic and child think of as many things as possible related to the topic
Mind maps	Write the topic in the middle of the whiteboard- mind map vocab related and connect any topics
Anagram	Choose targeted words and jumble up the letters. Can the class sort the letters?
Word mats	Make word mats that can be placed on the table
The parsons cat	Choose a letter of the alphabet. Children think of a word to describe e.g. letter is t- the tiny cat, the terrified cat
Freeze frame	Children act out a scenario e.g. going to the doctors. Pupils freeze and then the rest of the class think about how the characters are feeling
What would make you feel?	Name an emotion. Children think of a scenario when they might feel that emotion e.g. courageous, uneasy, resentful
Artwork description	Look at a range of artworks. Children to think of adjectives to describe
Why that word	Read a passage and ask children why the author may have used that word
Word of the week/ day	Dojo for children who use in their writing/ speaking
Gobbledygook	Read a sentence but say gobbledygook in the middle of it
Click your fingers when you hear	Write a word that you want children to listen to. Read a text that contains the word. Get the children to click their fingers when they hear it
Word expert sheet	See attachment
Story connections	After reading a story get the children to choose 2 words from the

	story and write them on 2 separate pieces of card. Children discuss how the words are related to the story e.g. pretend and afraid in the story of little red riding hood
From the page	Children read a passage and note down words related to a particular theme. For instance collecting words related to the setting in a story
Word associations	One player starts by saying a word-next player says a word related to that word e.g. dad- beard- Santa

Linguistic concepts

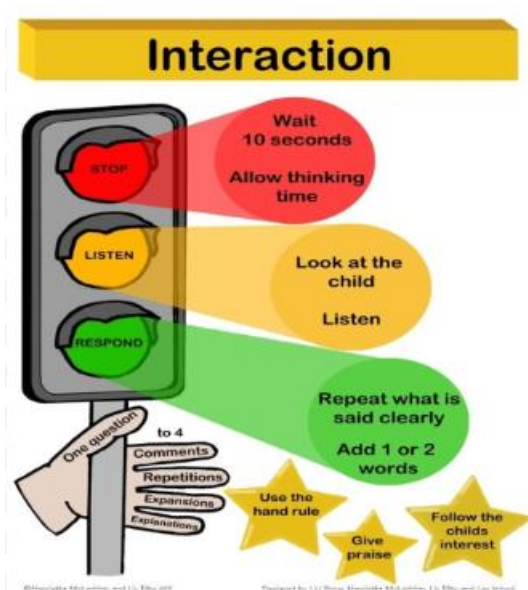
The table below is based on Elklan's Linguistic Concept Levels. The different word lists should not be adhered to rigidly but that the words listed in the first column should be learnt at one level before preceding to the next.

	Basic concepts			Difficult concepts
SIZE	Big, little, heavy	Empty, fat, full, long, small, biggest	Large, light, short, tall, thin, bigger, fattest, heaviest, longest, smallest	Deep, narrow, shallow, thick, wide, fatter, heavier, longer, smaller, largest, lightest, shortest, tallest, thinnest
SPACE	By, inside, off, out, over, to, through, under	Round, away, behind, bottom, forward, in front of, near, next to, outside, straight	Beside, backwards, back, between, far, front, high, low, middle, side, together, towards,	above, across, against, apart, below, facing, row, sideways, upright
TEXTURE	Hard, soft	Cold, dry, wet, hot	Furry, rough, smooth, warm	
SOUND	Noisy, quiet/ly	Loud/ly, soft/ly		High, low
SHAPE	Dot, spot, line, round	Circle, flat, square	Cross, triangle	Corner, curved, diamond, oval, rectangle, shape, slant/ slope, straight
MOVEMENT	Fast, slow/ly	Moving, quick/ly, still		Jerky, smooth
QUANTITY	A bit, all, a lot, some, more	Another, any, many, no more, as much as	About, both, every, few, half, most, nearly, only, other	Each, enough, equal, fewest, less, much, none, part, plenty, several, unequal, whole.
TIME	Again, now	After, soon, today	Always, before, later, yesterday	Early, late, never, once, sometimes,

				tomorrow, twice
NUMBER	One, two	Three, four, five, first, next	Number, 1 st , 2 nd , second, third, last	
PERSONAL QUALITIES	Good, happy, naughty, sad	Bad, hungry, nice, pretty, silly	Cross, frightened, kind, thirsty	Clever, excited, pleased, unkind.
QUALITY	like	Same as, too	Different, new, very	Almost, old
COLOUR	Blue, green, red	Black, white, yellow	Colour, orange, pink, purple	Dark/er, light/er, plain, striped

Elklan posters

Hand rule



Blank questioning

This block contains four posters illustrating different questioning techniques:

- Top Left:** A poster with a central apple and arrows pointing to various prompts: "Find another one like this", "What is this?", "Show me a...", and "Pick up...".
- Top Right:** A poster titled "Describing Words" with a central figure and branches for: "Function... Show me something you eat?", "What... Doing?", "Where?", "Colour?", "Size?", "Texture?", "Shape?", "Quantity?", "Things Together", "Sorting", and "Tell me another fruit".
- Bottom Left:** A poster titled "Retell event/story - what happened? What will happen next?" with a sequence of three apples and prompts: "...and... then...", "Follow/give set of directions", "Beginning", "Middle", "End", "Give another example but...", "What did... say? How", "did", "Who", "n".
- Bottom Right:** A poster titled "Justify" showing a person thinking, with prompts: "Why?", "Solve problem", and "How do you know...?".

In the center, there is a circular graphic with the text "BLANK - Developing Verbal Reasoning Skills" and a rainbow-colored arc. The arc is divided into four colored segments: Justifying (pink), Retelling (blue), Describing (yellow), and Naming (green).

