

## EXPRESSIVE CURRICULUM

Speak up  
Speak out  
Speak clearly!

### Communication Strategies

*'Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work' (The reading framework 2021)*

*'Reading and Writing float on a sea of talk' (James Britton, 1970)*

**Aim:** Every Child develops their spoken and written language skills to communicate with care and confidence. They can share their opinions thoughtfully and clearly. They have a genuine love of words that they read and hear.

#### **Main strategies:**

- Every adult in school should speak with clarity and care to every pupil. They should role model how to hold a conversation.
- Every adult should have high expectations for pupils' speaking skills – correcting with care and persistence.
- Baselines of speech and language should be taken for all pupils in the Autumn term. This information should be used to inform support profiles linked to target-setting and intervention. We seek external support for speech and language at the earliest stage possible.
- Class teachers should design opportunities into their planning for developing pupils speaking skills, as they would when introducing new vocabulary or knowledge – knowing it takes explicit instruction that is revised regularly.
- Class teachers should share stories, poems, rhymes and songs in class to enrich every child's word experience.
- Class teachers should plan for peer collaboration, expecting all pupils to talk to a partner and apply different techniques for partners feeding back to the class.
- Pupils should be taught to develop and express their own views and opinions, with due care and thought for others. They should be guided to do so via excellent adult questioning skills, making use of open and closed questions.
- Class teachers should be great storytellers – bringing words to life with their own engaging tones, expressions and actions.
- 'Expressive Activities' take place towards the end of a block of learning. These are not only about presenting knowledge in a child's own words to assist the transition of knowledge into the long-term memory, but it is about practicing and improving communication skills.
- Feedback should be given on speaking skills following an Expressive Activity.
- Progress should be tracked and next step targets set via the assessment matrix. These should be transitioned to the next class teacher.