

Spoken word @ SML

*Our vision is for all children to:
be knowledgeable, confident communicators;
grow in kindness and empathy;
be inspired, creative learners.*

We achieve this with **spoken word** by helping children to:



Explain their understanding across the curriculum;

One way we encourage this is through 'cold-calling'. The teacher has the children names on lolly sticks. S/he asks a question, gives time for everyone to think, then takes a lolly stick and chooses that child to answer.



prepare their ideas orally before writing;

This forms a fundamental part of our phonics and writing curriculum. Right from the start in reception class, children are taught to 'say the sounds' or 'say the sentence' before writing. This continues with increasing sophistication throughout the school.



make their thinking clear to themselves as well as others;

*In most lessons and in assemblies, teachers will provide moments to 'talk to your partner' about a question posed. Sometimes the teacher will ask children to share 'what your partner said' to encourage speaking **and** listening!*



use discussion to tackle misconceptions;

This is also a fundamental part of most lessons. Sometimes teachers will use 'pre-made' misconceptions and ask children to explain what it is. In younger classes, children love it when they have to help the teacher correct their (deliberate) mistakes!

Our 'mistakes are good because they help us learn' ethos help to make discussions about misconceptions really purposeful.



participate in class discussions and debates;

We have discussions and debates fairly regularly across the school and across the curriculum. Examples include whether homework should be banned and whether the Benin statues should be returned. Our school council also regularly discuss and debate priorities for school improvement.



participate in drama, adopting, creating and sustaining a range of roles;

Examples of experiences include role-play in reception class, enacting and retelling stories and poems, our Nativity plays, Friday class performances to families, the year 6 musical production and the inaugural springtime drama festival.



improvise, devise and script drama for one another and a range of audiences;

Friends in the playground, other classes, invited families and sometimes the whole school – we build in opportunities throughout our curriculum.



rehearse, refine, share and respond thoughtfully to drama and theatre performances.

As well as responding to performances from their peers, children also get the opportunity every year to critique their visit to the theatre!

Our dance & drama club also provides a rich opportunity for rehearsal and evaluation.