

SPA Talk Strategies and Progression Documents

At Southcoates Primary Academy, we highly value and promote language development and speaking and listening skills. The following routines are embedded within our teaching practice to maximise the opportunities for speech and language development:

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| Signifiers | <ul style="list-style-type: none"> - Signifiers are key words or phrases that are selected each half term and are taught to the children using actions. - These words are recapped on a daily basis, when the Talk for Writing text is recited chorally. - The signifiers are displayed in the classroom, along with a visual representation of each word, to help the children to remember them. |
| Talk for Writing Text | <ul style="list-style-type: none"> - Each half term, the children learn to recite a text that includes age appropriate sentence structures and the signifiers. The children recite this text regularly, to encourage them to use the sentence structures and vocabulary in their own work. |
| RWI Pedagogues | <ul style="list-style-type: none"> - My turn, your turn: this provides opportunities for the whole-class oral rehearsal of words, phrases or sentences. - Popcorn and word wave: these techniques allow all children the opportunity to voice their ideas and answer questions at the same time. - Talk to pour Partner: time is given to children to tell each other their answer to a whole class question, allowing them time to discuss and expand on their ideas. |
| Talk of the Town Strategies | <ul style="list-style-type: none"> - Word of the week: each week, a new word is introduced. The meaning of the word is discussed, along with other information, including synonyms, rhyming words, the spelling etc. - Word scales: these encourage children to think of a higher level of vocabulary. - Group roles are introduced in Key Stage One, to support the children with their ability to communicate as part of a team. Group roles include: <ul style="list-style-type: none"> ○ The Leader ○ The Reporter ○ The Writer/Drawer ○ Group Members |

Details of the progression of the following three techniques can be found on the next two pages:

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| Royal Shakespeare Company Rehearsal Room Techniques | <ul style="list-style-type: none"> - These techniques maximise the opportunities for children to develop their understanding of language. Children use Royal Shakespeare Company rehearsal room techniques to generate ideas and improve their comprehension. |
| Discussion Phrases | <ul style="list-style-type: none"> - Our children are encouraged to share their ideas and voice their opinions. Children are encouraged to reason and explain their thinking. Key phrases are taught in each year group to support the children with their reasoning skills. |
| Sentence Structure Progression | <ul style="list-style-type: none"> - Our children are introduced to different sentence structures as they move through school. They are encouraged to use these sentence structures when they talk, and in their writing. |

Royal Shakespeare Company Rehearsal Room Techniques

These techniques maximise the opportunities for children to develop their understanding of language. Children use Royal Shakespeare Company rehearsal room techniques to generate ideas and improve their comprehension.

| Phase | The following strategies are introduced: |
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| Early Years | <ul style="list-style-type: none">- Guided narration: children act out a passage of text that is read to them. |
| Years One and Two | <ul style="list-style-type: none">- Freeze-frames: children are asked to act out a section of text and freeze at a certain moment. In their frozen pose, they are asked to show the emotions or actions of a character, helping to improve their inference skills.- Word carpet: the children are given (or help to create) a carpet of words and phrases. The children then walk around the carpet of words and phrases with a partner, orally rehearsing sentences that include the words and phrases. This technique helps to encourage the use of new or adventurous vocabulary, whilst practising the oral rehearsal of sentences.- Mapping the setting: before writing a setting description, the class/group works together to create a visual map of where the character has gone. As the map is drawn, new vocabulary is introduced and orally rehearsed. |
| Years Three and Four | <ul style="list-style-type: none">- Whoosh: children orally rehearse the parts of different speakers from a play script. |
| Years Five and Six | <ul style="list-style-type: none">- Reading to the punctuation: children are asked to read an extract of text, with the speaker changing at each punctuation change.- Text scraps: extracts of text are written in isolation, and then used by children in their own speech and writing. |

Discussion Phrases

The following sentence starters and phrases are introduced to encourage respectful discussion, where children can discuss their ideas and explain their reasoning.

| Phase | The following discussion phrases are introduced: |
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| Early Years | <ul style="list-style-type: none"> - "I think that..." - "My partner and I think that..." - "...and..." - "Would you (name) like to speak?" |
| Years One and Two | <ul style="list-style-type: none"> - "I agree..." - "I disagree..." - "...so..." - "I'm not sure because..." - "In my opinion..." |
| Years Three and Four | <ul style="list-style-type: none"> - "I like (name's) idea because..." - "I'd like to change my mind because..." - "Perhaps..." - "What if..." - "My evidence for ... is ..." |
| Years Five and Six | <p><u>Giving opinions:</u></p> <ul style="list-style-type: none"> - "Considering your ideas..." - "Going back to what (name) said..." - "I would like to add..." - "That's a good point and I'm also wondering..." - "I'd like to build on what you have said..." - "My view is..." - "When you said that, it made me think about..." <p><u>Disagreeing:</u></p> <ul style="list-style-type: none"> - "I would like you to consider..." - "That's an interesting point, but I think that..." - "On the other hand..." <p><u>Reasoning:</u></p> <ul style="list-style-type: none"> - "The evidence to support my view is..." <p><u>Clarifying and finding out more information:</u></p> <ul style="list-style-type: none"> - "Can you expand on..." - "I'd really like to hear what you (name) think..." - "I'd like to ask (name) a question..." - "Can you tell us more about..." - "I'd like to refer back to what (name) said and ask..." - "What is your evidence for saying..." - "Are you saying..." |

Sentence Structure Progression

The following sentence starters and phrases are introduced to encourage respectful discussion, where children can discuss their ideas and explain their reasoning.

| Phase | The following sentence types are introduced: | Example |
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| Early Years | 1 AD sentences. | The big dog ran away. |
| | List sentences. | I need a jumper, a t-shirt and my trainers. |
| | Short sentences. | I go to school. |
| | B and A sentences. | I wanted to go to the park but it was raining. I have a brother and a sister. |
| Year One | ____ing sentences: | Looking towards the ground, I saw a spider. |
| | ____ed sentences: | I looked for minibeasts. |
| Year Two | 2 AD sentences: | The _____, _____ ladybird scuttled quickly over the _____, _____ leaf. |
| | Double +ly sentences: | The frightened mini-beast trotted away _____ly and _____ly. |
| | B.O.B.A. sentences: | Lots of people are scared of spiders but most of them are friendly creatures. |
| | | Caterpillars like to eat leaves off trees or they eat flowers. |
| | | Minibeasts can be hard to find because they like to stay hidden in their habitats. |
| Tophill Low is a nature reserve and there are lots of minibeasts there. | | |
| Year Three | List sentences. | It was a dark, long and leafy lane. |
| | Verb, person sentences. | Running, Sarah almost tripped over her own feet. |
| | Similes. | He was as quiet as a mouse. |
| Year Four | B. O. Y. S. sentences. | She was happily playing a game, but got upset when she lost. |
| | | The cookies could be double chocolate chip, or oat and raisin. |
| | | It was a warm day, yet storm clouds gathered over the horizon. |
| | Miss Wright was hungry, so he ate all the chocolate biscuits. | |
| | 2 pairs sentences. | Exhausted and worried, tired and hungry , they had no idea how much further they had to go. |
| Emotion word sentences. | Desperate , she screamed for help. | |

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| Year Five | 3 ____ed sentences. | Confused, shocked, scared , the children ran from the burning building. |
| | Noun, which, who, where sentences. | Snakes, which scare me, are not always poisonous. My pet dog, who only has three legs, loves to chase seagulls. The deserted beach, where the shipwreck was found, can only be reached by sea. |
| | 3 bad – (dash) question? | Cold, dark, noisy – where would he find safety? |
| | Personification of the weather sentences. | The wind stroked the space shuttle gently. |
| Year Six | If, if, if, then sentences. | If I hadn't found that watch, if the alarm hadn't gone off, if it hadn't scared those burglars, then I wouldn't be sitting here today. |
| | Some; others sentences. | Some evacuees had an awful time in World War Two; other evacuees enjoyed it. |
| | Irony. | The ' trip of our dreams ' was, in fact, our worst nightmare. |
| | De:De sentences (description: details) | Snails are slow: they take hours to move the shortest of distances. |
| | O. (I.) (outside/inside) | He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been.) |