Oral Language Policy

RATIONALE

Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment in a wide range of contexts. Oral Language development occurs because people have a basic need to communicate – to understand and to be understood. Communication occurs when the speaker has effectively relayed his/her meaning to the listener. This involves developing skills in both speaking and listening.

In the school context effective communication can be achieved by focusing on activities based on purposeful language interactions. Purposeful talk is one of the major means through which children construct and refine their understanding of language. Effective communication builds confidence and self esteem. It allows children to interact socially and to form relationships with others. It provides them with the means of experiencing success and gives them access to the world in which they live.

It is essential for children to learn the language of learning and instruction as this enables them to articulate their ideas and opinion, to explain concepts and to become critical learners and thinkers.

BELIEF STATEMENTS

We believe that:

- Oral language is an essential tool for learning and communication.
- Language development is influenced by children’s interaction with other language users.
- Effective oral language development occurs when children are exposed to good English language models in a variety of contexts.
- Oral language competency is developed when children are immersed in a stimulating, language-rich environment.
- The contrast between the conditions in which children learn language at home and the expectations of language use in the classroom are often dramatically different.
- The ‘purpose’ for speaking and listening places different demands on children to use language in particular ways.
- It is particularly important for children to engage in genuine conversation with teachers and other adults to enable them to listen and respond to a variety of language styles.
- Children should be provided with a wide range of experiences in order to develop their ability to select and use language appropriately for different audiences in a range of situations and contexts, both formal and informal.
- At school, students need to actively participate in language for learning, literacy and social interaction.
- It is important for students to learn the conventions and skills of effective communication. Successful interaction requires both comprehension and production.
- Children are more likely to express their understandings and thoughts when they are learning in a caring environment where others listen and utilise the skills required to enhance effective listening e.g. being receptive, seeking clarification, open body language, social courtesy etc. (refer to WA First Steps Mini DC’s)
- Teachers should introduce broad and rich topics / activities through which insights into children’s knowledge, the proficiency with which they use language, the extent of their vocabulary, their concept development and their thinking processes can be determined and extended.
- Oral Language development is not confined to the Literacy Block. It occurs all day, through a wide variety of contexts in all Key Learning Areas.
Oral Language Policy

AIMS

We aim to assist the children to:

- Communicate effectively.
- Make links between oral and written language.
- Develop the skills of language – structure, grammar etc.
- Adjust their language to suit particular purposes, audiences and situations e.g.
  - To persuade, surprise, entertain or amuse others.
  - To initiate, maintain and explore relationships.
  - To report or request information
  - To recount, describe or explain experiences or ideas.
  - To predict, hypothesise and make comparison.
  - To clarify thoughts.
  - To tell stories,
  - To describe events and objects.
  - To present factual information in a clear and logical way.
  - To express feelings.
  - To summarise ideas.
  - To express and justify their own opinions.
- Develop proficient speaking skills that focus on, for example, clear speech, and a logical and sequential expression of ideas and understandings.
- Develop proficient listening skills that focus on, for example, interpreting arguments and opinions, maintaining social courtesies, showing a high level of involvement with the speaker.
- Give and respond to increasingly complex explanations and instructions.
- Ask and answer questions as a strategy - e.g. for solving problems.
- Be motivated to learn about language – the way it functions, its patterns and organization.
- Discuss issues and take others views into consideration.
- Reflect on the aesthetic, humorous and other broad features of language.
- Use language to reflect on learning and to develop further understanding.
**STRATEGIES and IMPLEMENTATION**

**EFFECTIVE COMMUNICATION** can be achieved by focusing on activities based on purposeful language interactions. Purposeful talk is one of the major means through which children construct and refine their understandings of language. Talk should underpin all classroom activities. This chart depicts our approach to oral language development across all curriculum areas, with particular emphasis on the Key Learning Area of English.

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### KEY LEARNING AREAS
- Mathematics
- Science
- Humanities
- Technology
- Religious Education
- The Arts
- L.O.T.E
- Health and Physical Education

### INTEGRATED CURRICULUM
- Processes e.g.
  - Interviewing
  - Asking Questions
  - Clarifying

### KEY LEARNING AREAS

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
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### Processes e.g.
- Interviewing
- Asking Questions
- Clarifying

### PURPOSEFUL TALK

**ENGLISH**
- Two-Hour Literacy Block
- CLaSS P-2
- Literacy 3-6
- Pull out groups, learning centres, language experience, co-operative groups, whole, small, whole etc.

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<table>
<thead>
<tr>
<th>PURPOSEFUL TALK</th>
<th>PURPOSEFUL WRITING</th>
<th>PURPOSEFUL READING</th>
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</thead>
<tbody>
<tr>
<td>Communication occurs when the speaker has effectively relayed his/her meaning to the listener.</td>
<td>Communication occurs when the writer has effectively relayed his/her meaning to the reader. Good spelling is a factor in effectively relaying meaning.</td>
<td>Effective communication occurs when a reader create, interprets and analyses meaning from text.</td>
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</tbody>
</table>

### We provide opportunities for:
- Discussion across the curriculum
- Negotiation
- Group interaction
- Brainstorming
- Clarification of values and issues.
- Reflective response to own and others’ contributions.
- Reading and retelling
- Storytelling
- News telling
- Drama
- Reporting
- Debating and arguing
- Questioning and enquiring
- Oral presentations
- Informal chats
- Singing, rhyme, chant
- Cross-age tutoring
- Directed play
- Oral explanations
- Analysis / critique

### We encourage children to develop spelling skills through:
- Word study activities
- Visual patterning activities
- Identifying critical features of words
- Using spelling resources
- Word sorting
- Use of personal lists
- Proof reading etc

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<table>
<thead>
<tr>
<th>SHARED &amp; MODELLED READING</th>
<th>SHARING &amp; REFLECTING</th>
<th>INDEPENDENT WRITING</th>
<th>SHARED &amp; MODELLED WRITING</th>
</tr>
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<tr>
<td>We provide opportunities for:</td>
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<td>Chart adapted from WA First Steps Oral Language Developmental Continuum – page 14</td>
</tr>
<tr>
<td>- Writing conferences</td>
<td>- Writing conferences</td>
<td>- Reading for a wide range of purposes</td>
<td></td>
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<tr>
<td>- Learning about writing</td>
<td>- Learning through writing</td>
<td>- Reading a wide variety of different text types</td>
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<tr>
<td>- Analysing different forms in written context</td>
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<td>- Critical reflection on and response to texts</td>
<td></td>
</tr>
<tr>
<td>- Modelled writing</td>
<td>- Modelled writing</td>
<td>- Discussion which encompasses different interpretations of and responses to text</td>
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<tr>
<td>- Editing</td>
<td>- Editing</td>
<td>- Oral book reports</td>
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<tr>
<td>- Writing for different purposes and audiences</td>
<td>- Self-evaluation of writing development.</td>
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ROLE OF THE TEACHER

- To provide models of correct English and effective communication.
- To engage in genuine and relevant conversation with children.
- To ensure that children are engaged in an extensive range of purposes, audiences and experiences that challenge them to use language in many different ways through all Key Learning Areas.
- To focus on language structures and patterns through song, chants, rhymes and stories.
- To allow children to have the time to practise the sounds, rhythms, words and structures of language.
- To promote the use of topic specific and specialised vocabulary.
- To involve students in planning presentations e.g. to the class, at school assembly.
- To assist children to develop language for independent, critical thinking.
- To encourage children to talk about reading and writing experiences.
- To incorporate collaborative, cooperative and exploratory activities in all curriculum areas.
- To promote the language of literacy through classroom strategies such as shared reading, and modelled writing.
- To engage the children in role-play and improvised drama.
- To establish an environment which challenges children to build upon their language capabilities.
- To recognise and respect the language that children bring from home.
- To provide children with the skills necessary for social interaction, learning and literacy.
- To provide a stimulating, language rich environment.
- To assess children’s speaking and listening skills utilising a range of means, both formal and informal. (See section on Assessment)
- To plan oral language activities that focus on the needs of students.
- To provide frameworks for oral language development.

ROLE OF STUDENTS

- To participate in classroom oral language activities that cover a range of formal and informal contexts.
- To provide models of effective and appropriate communication to each other.
- To use English at school so as:
  o To maximise the opportunity to learn, practise their use of English language structures.
  o To develop inclusivity through use of the common language spoken by members of our community.

ROLE OF PARENTS

- To provide opportunities for language development through interaction e.g. discussion, talking about experiences with their children.
- To talk to their children about reading materials that their children bring home from school.
- To encourage and value the learning of languages other than English used in their home and their community.
ASSESSMENT and EVALUATION

At St Joseph’s School we use a combination of the following assessment tools in order to measure and monitor student development in Oral Language:

One context per term e.g. Activity Based Sharing, Discussion, News telling, Narrative etc. (see Appendix) All levels

- Record of Oral Language
  - Clay Prep, Years 1 & 2
- Guided Reading Sessions
  - All levels
- Take Out Groups
  - All levels
- Reading and Writing Conferences
  - All levels.
- Teacher Observations
  - All levels

RECORDING OF DATA

We use the following in order to record data about student progress in Oral Language:

- CLaSS Record Keeping Requirements
  - Years P, 1&2
- Literacy Planners
  - All levels
- Individual Learning Plans
  - ‘At-risk’ Students
- Student Progress Reports
  - All students

MONITORING OF DATA

Weekly Literacy Team meetings and Literacy planning sessions are used to monitor student needs and program planning.