

Teacher Reflection on the Teaching of Oral Language

		School year:		
Spoken text types	Examples of this :	Explicitly Taught	Taught Informally - Occasionally	Not Taught
Conversations	Dialogues that occur between students and teachers and students and students to enhance understanding of a variety of topics			
Storytelling and anecdotes	Stories; fables; songs; myths and legends; fairytales; poems; plays; historical biography			
Giving Instructions/procedures	How to read a map; instructions to; recipes; recounting experiments; rules of a game			
Oral Report	Reports on animals; people; places; historical report; book report			
Interest Talks	Sharing topics that are of personal interest with others. Contains information that is used to describe and explain eg types of cars, how a car works			
Discussion	Using reasoning, critical thinking, problem-solving skills, giving explanations and opinions and making decisions.			
Questioning and Interviews	Opportunities to develop higher order thinking, clarifying, making connections, asking and answering open and closed questions to serve a range of information			
		Mostly	Sometimes	Never
Planning	I use a variety of sources to plan discrete oral language lessons including: <ul style="list-style-type: none"> The 5 components of effective OL instruction (see PDST booklet) Curriculum objectives for OL for class levels Thematic approach eg autumn, food etc. 			
Timetabling	I regularly timetable oral language lessons			
Assessment	I use a variety of assessment tools to assess OL development to include checklists, profile indicators, digital recording, formal and informal observation			
Content	The content of discrete OL lessons throughout the year includes : <ul style="list-style-type: none"> Vocabulary development Speaking and listening skills Auditory memory skills Spoken text types (see above) 			
Oral language across the curriculum	I identify topics/areas that provide opportunities for integration across the curriculum eg Looking and responding in Visual Arts, explicit teaching of subject specific vocabulary in Geography, History			
Oral language in reading and writing	I identify opportunities for linkage in reading and writing eg oral activities that support the development of comprehension strategies, familiarisation in the teaching of writing genre			
Pupils can reflect on and self-assess their oral language skills	Eg using 'two stars and a wish', KWL charts			
Teaching Methodologies	I explicitly teach oral language through a combination of modelled, shared, guided and independent methodologies			
Language Learning Environment	1.Enriching the physical environment 2.Classroom culture (Facilitating/creating opportunities for dialogic teaching, accountable talk)			