***Oral Language in the Junior Grades***

***Compiled by the Junior Professional Learning Team 2014***

***What is oral language?***

At the most basic level, oral language means communicating with other people.

***Why do we teach it?***

Oral language development is about improving the ability to talk or communicate more effectively. This requires frequent and purposeful modelling, opportunities to practise and focus given to certain communication skills. Assessment of oral language skills should allow the provision of an effective program that meets whole class and individual needs.

***In what contexts do we teach oral language?***

Literacy

Numeracy

Social Interaction

Show and Tell

Integrated Studies / Discovery Time

Language Experiences

Circle Time

Music, Dance and Drama

Content of all Learning Areas

***Areas in the Development of Oral Language***

***Speech Development***

As children practise the sounds, rhythms, words and structures of the English language, they overgeneralise rules, make approximations and gradually modify and refine their understandings of grammar.

***Language of Social Interaction***

Language helps children explore, establish and maintain relationships. It enables them to share ideas, solve problems together, exchange experiences and show consideration and respect for others. Children need specific language skills to know how to communicate effectively and appropriately in a variety of situations.

***Language and Literacy***

The conditions that encourage children to speak and listen also provide a solid foundation for the development of reading and writing skills. Children need to use oral language to develop reading skills such as observation, prediction and sequencing. They also need to develop an awareness of the connections between oral and written language. ie. that speech can be written down and read back.

***Language and Thinking***

Children use language to reflect on experiences, predict outcomes and solve problems. They often talk to themselves (aloud or sub-vocally) as they discuss plans and intentions, consider alternatives and make decisions. They constantly question as they search for reasons, causes and outcomes.

***AusVELS Achievement Standards***

***Speaking and Listening***

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| ***Foundation Level Achievement Standards*** | ***Level 1 Achievement Standards*** | ***Level 2 Achievement Standards*** | ***Level 3 Achievement Standards***  |
| They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences.They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. | They listen to others when taking part in conversations using appropriate language features. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. | They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations. | Students listen to others’ views and respond appropriately. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. |

***Teaching Priorities***

Classroom programs should provide children opportunities to practise and experiment with sound and language patterns, with lots of exposure to correct modelling in an enjoyable atmosphere.

Classroom programs should provide many purposes for using language. For example:

to initiate, explore and maintain relationships

to provide or request information

to describe or explain experiences or ideas

to predict and make comparison

to amuse and entertain

Classroom programs should give children opportunities to interact with a variety of audiences so they may select and use language appropriate to a range of situations.

Classroom programs should provide plenty of modelling in one-to-one, group and whole class situations.

Classroom programs should introduce and extend subject-specific vocabulary and provide opportunities for practise through discussion, recounts, descriptions, explanations and role play.

***Devices and Programs Used to Facilitate***

***Oral Language Development in the Junior Grades***

***Cued Articulation***

***Colourful Semantics***

***Singing alphabet***

***Youtube children’s’ channels of songs and rhymes for letters and numbers***

***Discovery time***

***Daily reading of stories***

***Daily use of songs, rhymes and poetry***

***Show and Tell***

***Circle time***

***Language Experience***

***Evaluating Oral Language Skills***

(Cut and paste your class into the checklist)

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|  | ***Speech Sounds*** | ***Behaviours*** | ***Vocabulary*** | ***Language Structures*** |
|  | Articulates speech sounds correctly | Speaks clearly and fluently | Uses appropriate volume and tone of voice | Knows how to take turns when speaking | Stays on topic | Asks questions | Seems to pay attention when another person is speaking | Can name colours, numbers, and familiar objects | Uses vocabulary appropriately for purpose and audience | Is able to retell parts or all of a story read aloud | Understands and uses prepositions eg. over, under, in, out, beside | Understands directions | Can use connectors such as: and, so, because, if | Often speaks in complete sentences | Generally speaks with grammatical correctness |
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***Age Appropriate Oral Language Behaviours***

***(to use as a guide for assessment)***

***Ages 3-4 Years:***

Listens attentively for short time periods (e.g., stories, poems, music, rhymes, etc.)

Follows directions during daily/classroom routines

Focuses on own needs when listening.

Talks about daily experiences

May/May not use complete sentences

Communicates nonverbally

Asks what unfamiliar words mean

***Ages 4-5 Years:***

Responds to stories, poems, rhymes, music, action songs

Follows 2-3 step directions

Responds to questions

Listens attentively for increasing periods

Connects information and events to life experiences

Knows that print is read in stories

Retells stories or events in chronological order

Pays attention to repetitive sounds/patterns

Uses new vocabulary and grammatical constructions in own speech

Demonstrates literal comprehension of stories by asking questions and making comments

Uses more complex sentences

Seeks/Shares information and appreciation during social interactions

***Ages 5-6 Years:***

Follows directions that have a series of steps

Expresses the main point of a conversation

Adjusts language and syntax to different situations

Adjusts rate and volume to situation

Uses talk to clarify ideas or experiences

Tracks print when listening to a familiar text being read or when rereading own writing

***Ages 6-7 Years:***

Expresses personal ideas, feelings, information, and experiences

Summarizes what has been said

Makes predictions

Asks speaker to repeat what has been said for understanding and clarity

Communicates effectively for variety of purposes and audiences

Uses words to convey meaning, entertain, or share information

Evidences expanding language repertoire (eg, standard language usage, informal conversation, dialogue, etc.)