



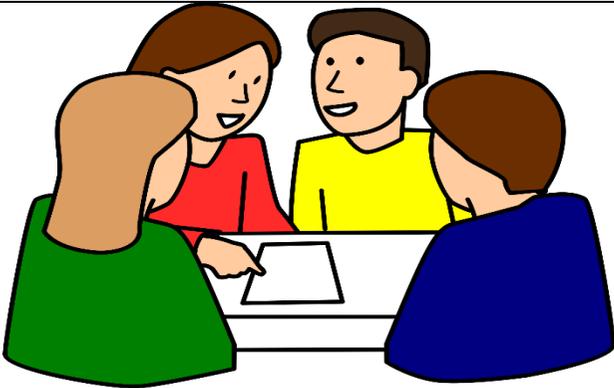
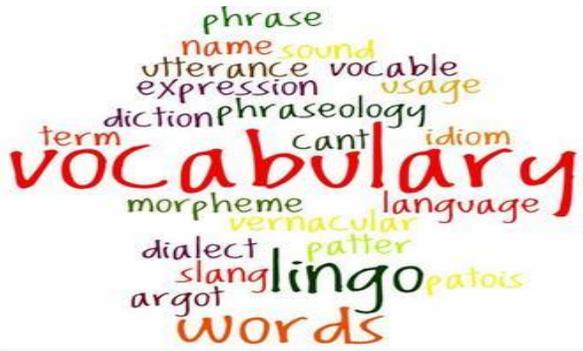
## KS3 Communication

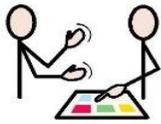
'**Communication** is key to many of the things we want for ourselves and our children. It **underpins** everything we do and helps us live life to the full ... our ability to communicate affects us in **every aspect** of our lives' *The Communication Trust*.

At Laleham Gap, we believe that good communication depends on secure language skills and knowledge. To this end, Students in Years 7-9 will embark on a journey of language enrichment in order to think carefully about their lives and the world in which they live, to express themselves clearly and to communicate effectively.

Students will learn to use spoken language to think creatively and productively, together with others; they will spend time exploring language and extending their vocabulary, and they will discover how to use talk to write well across the curriculum. To support the social aspect of oral, collaborative learning, KS3 students will be invited to join the *Laleham Gap Newsreport Team*, a lunchtime club whose members will report via the school intranet on topical issues. Of course, a fundamental strategy for enriching language is 'reading for pleasure': from September, the school timetable will include daily *Drop Everything and Read* (DEAR) time during which everyone, staff and students alike, will read for pleasure.

We are confident that language enrichment at KS3 will enhance the communication skills of our students, benefitting their happiness, well-being and academic attainment.

	<b>Terms 1 and 2</b>	<b>Terms 3 and 4</b>	<b>Terms 5 and 6</b>
	 <p><b>Talk and Thought</b></p>	 <p><b>Exploring Language</b></p>	 <p><b>Talk for Writing</b></p>



## KS3 Communication

<b>Phase 1</b>	<p><b>Looking and Listening</b> Developing situational understanding and verbal reasoning</p> <ul style="list-style-type: none"> <li>• <i>Talking About School/Friends</i> packs</li> </ul> <p><b>Thinking</b> Finding the right words</p> <ul style="list-style-type: none"> <li>• Various vocabulary games and activities</li> </ul> <p><b>Talking</b> Developing confidence in class discussion</p> <ul style="list-style-type: none"> <li>• <i>Talk and Thought: Tuning in/Little Questions</i></li> </ul> <p>Developing confidence to read aloud</p> <ul style="list-style-type: none"> <li>• <i>Buried Alive</i></li> </ul>	<p><b>Language Origins</b></p> <ul style="list-style-type: none"> <li>• <i>The origins of English</i></li> <li>• <i>How words develop</i></li> <li>• <i>Old English</i></li> <li>• <i>Middle English</i></li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• <i>Dialect, slang and Standard English</i></li> <li>• <i>It's my accent</i></li> </ul>	<p><b>Language Across the Curriculum</b> Using the <i>Talk for Writing</i> approach to develop writing skills</p> <ul style="list-style-type: none"> <li>• Introducing the five steps</li> <li>• <i>Write like a ...</i> (Year 7 subject-specific writing task)</li> </ul> <p>Pentagon Vocabulary Programme</p> <ul style="list-style-type: none"> <li>• Subject-specific vocabulary games</li> </ul>
<b>Phase 2</b>	<p><b>Looking and Listening</b> Improving listening and visual memory skills</p> <ul style="list-style-type: none"> <li>• Various individual activities</li> </ul> <p><b>Thinking and Talking</b> Exploring ideas through group talk</p> <ul style="list-style-type: none"> <li>• <i>Talk and Thought: Think on/Big questions</i></li> </ul> <p>Developing confidence to think aloud</p> <ul style="list-style-type: none"> <li>• <i>Buried Alive: paired role play</i></li> </ul>	<p><b>Language Origins</b></p> <ul style="list-style-type: none"> <li>• <i>Latin</i></li> <li>• <i>Greek</i></li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• <i>It's just idiolect</i></li> <li>• <i>It's proper posh</i></li> <li>• <i>Attitudes to language change</i></li> </ul>	<p><b>Language Across the Curriculum</b> Using the <i>Talk for Writing</i> approach to develop writing skills</p> <ul style="list-style-type: none"> <li>• Introducing the five steps</li> <li>• <i>Write like a ...</i> (Year 8 subject-specific writing task)</li> </ul>
<b>Phase 3</b>	<p><b>Interthinking</b> Expanding ideas through collaboration and effective questioning</p> <ul style="list-style-type: none"> <li>• <i>Talk and Thought: Our big questions</i></li> </ul> <p><b>Presenting</b> Developing confidence and skills for individual and group presentations</p> <ul style="list-style-type: none"> <li>• <i>Angel Boy</i></li> <li>• <i>Entrepreneurs</i></li> </ul>	<p><b>Language Origins</b></p> <ul style="list-style-type: none"> <li>• <i>Word Travels</i></li> <li>• <i>European Language Groups</i></li> <li>• MFL language games (German and French)</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• <i>Stand up for language</i></li> <li>• <i>The Printed Word</i></li> <li>• <i>From A to Squee</i></li> </ul>	<p><b>Language Across the Curriculum</b> Using the <i>Talk for Writing</i> approach to develop writing skills</p> <ul style="list-style-type: none"> <li>• Introducing the five steps</li> <li>• <i>Write like a ...</i> (Year 9 subject-specific writing task)</li> </ul>