

Language Development

How can we boost those language gaps within the classroom?

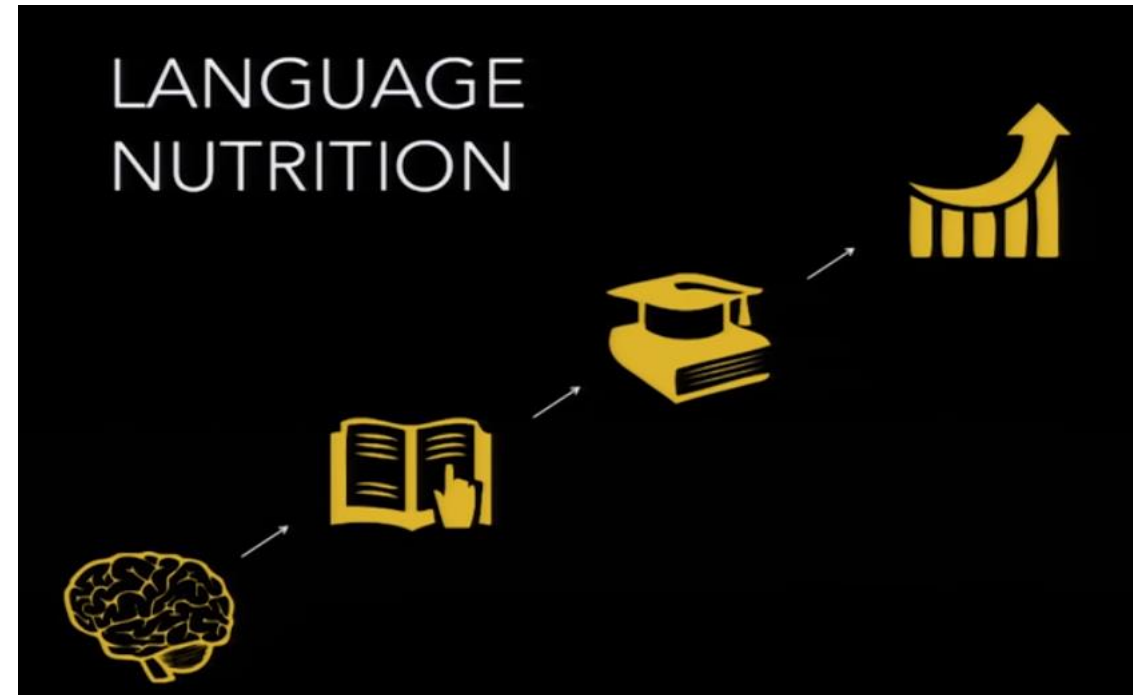


Key Points

Research suggests it is estimated that children from professional families have 30 million more words that people from poorer families not because of toys bought, money or access to services but because professional families are known to interact with their child. That interaction gives the child the best possible start. Consider how do you interact with the children in your class? Consider whether your in EYFS or Year 6 could you interact with children more? How could this be done?

Up until the age of 8-9 years children are learning to read after this they are reading to learn. Closing that word gap is essential in children succeeding in life. It is our responsibility to close that word gap anyway we can.

We want the children to make those neurological connections, as the words are repeated it strengthens those neurological pathways. Pruning is when the opposite occurs, words are not repeated and those pathways die therefore becoming shorter, shrinking the capacity to learn.



If you don't close the word gap it is six times more likely that children will not graduate from high school. This can have a profound effect on what these children can achieve as an adult.

Keyword 'Interaction'

What does a 'Language Rich' classroom look like?

EYFS & KS1

Staff modelling –

Staff model their thinking process using key language. Explain the why even though it may be obvious.

Word Wall – Staff explain the words giving a context but these words link to some aspect of teaching whether that be worship, NCETM or Topic. Recapped throughout the week.

Questions – Staff model asking key questions – I wonder why this has happened?

Interaction with other children –

Staff interacting with the children explaining the language or topic clearly. Give them five – time to speak, listen and understand.

Displays – Staff ensure displays reflect current learning and reflect active discussions with children.

Interaction with other staff – Staff model their conversations not on things the children have no interest in but things that are relevant.

What does a 'Language Rich' classroom look like?

KS2

Staff modelling –

Staff model their thinking process using key language. Explain the why even though it may be obvious.

Interaction with world

news – Staff interact and discuss relevant news pieces whether that is through CBBC News bites or relevant news reports.

Questions – Staff model asking key questions – I wonder why this has happened?

Interaction with other children –

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Word Wall – Staff explain the words giving a context but these words link to some aspect of teaching whether that be worship, NCETM or Topic. Recapped throughout the week.

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