

# Liberating Learners' Voices

## *South Rise Primary School*

South Rise Primary School is part of The Compass Partnership of Schools and is situated in a low socioeconomic area in South East London. The school serves a diverse, multi-ethnic community and of the 650 children on roll, 37% are in receipt of the Pupil Premium and 46% of learners speak English as an additional language.

### **Why this approach important at South Rise:**

Due to the demographic of our school, I knew that my role as teacher and year group leader would focus heavily on empowering students to speak for themselves and articulate their ideas with confidence. With almost half of our intake having English as an additional language, the children face a daily battle between conflicting words, phrases and grammatical nuances in their first language and what the complex English language expects of them. Because of these, SEN and pupils from deprived households, the lack of exposure to a wide range of vocabulary was clear to see in how children write, how they communicate and even how they think. This was only highlighted further during COVID and post-lockdown, and resulted in an even greater focus needed on the teaching of vocabulary- both explicitly and discreetly.

### **An overview of the pedagogical approaches:**

As the co-founder of Grammar Works ©, which I shared in the recent SSAT [Journal](#), I had already demonstrated the importance of grammar to the children in school through daily lessons. In the delivery of the grammar programme, I utilise a variety of pedagogical approaches that encourage children to have the agency to communicate their thinking. These place further emphasis on the use of pupil talk as a key element of learning and understanding and during my session, I will be discussing these in greater detail and the impact of them on learners' voices in the classroom:

- Kagan structures
- Examples/non examples to teach vocabulary
- I do, We do, You do
- A, B, C (Agree, Build Upon, Challenge)
- Using 'thinking time' to prepare for Cold Calling

### **The impact of our work so far:**

Since delivering daily Grammar lessons, my pupils have begun to see not just *how* to use language, but *why*. The lessons have encouraged children to be more confident communicators and through the ample opportunities children are given to discuss, challenge, and most importantly, think before speaking children have started to become masters of their own agency. I feel that these small yet effective tweaks made to my teaching have had a transformational impact on learners across Year 5, and I hope that they will inspire you to create a culture of talk in your classrooms, too.