



This policy belongs to

# **Tibberton CE Primary School and St Lawrence CE Primary School Federation**

## **Spoken Language**

**Consultation with Staff & Governors**

**and adoption of policy: Spring Term 2024**

**Review Date: Spring Term 2026**

## **Background and statement of Intent:**

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential, role of a primary school.

At Tibberton and St Lawrence CE Federation, we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority, and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the essential knowledge that is needed in society:

Teachers should develop pupils' **spoken language**, reading, writing and **vocabulary** as integral aspects of the teaching of every subject. English is both a subject in its own right, and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

We understand that a good percentage of children entering our Reception class come with spoken language skills that are at or above national standards. However, this is not the case for all children and we are mindful of addressing any inconsistencies and closing any gaps. To ensure this, staff will:

- Be role models of correct spoken language, using Standard English
- Sensitively explore and celebrate the diversity of regional dialect while raising children's understanding of the importance of commanding a range of language styles, from informal to formal
- Increase children's awareness and use of vocabulary through the provision of language-rich learning experiences
- Develop children into confident, articulate speakers who are able to express themselves and their ideas clearly.

## **Aims and Objectives**

- To use Standard English at all times, when interacting with children
- To pick up on non-standard language errors in written work through feedback and modelling
- To establish an ethos of supportive criticism amongst staff and pupils where non-standard dialectal features are identified and converted into Standard English
- To develop children's vocabulary by modelling and encouraging the use of synonyms rather than simply accepting first ideas
- To draw on texts read within class as a way to explore and collect effective language use and vocabulary extension
- To provide opportunities for children to orally rehearse and present their ideas to different audiences.

### Speech, Language and Communication comprise the following skills:

Speech	Language	Communication
Volume	Vocabulary	Adapt communication style to suit the situation and audience
Using pitch	Understanding grammar	Conversations
Speech sounds	Narrative structure	Take turns in conversations
Fluency	Use of grammar	Listen
Clear speech	Organised sentences	Use language to persuade, negotiate, predict and account for consequences
Tone of voice	Inference	Understand non-verbal communication
Intonation	Understanding meaning	Use language to enable conflict resolution and collaboration
Stress on words	Verbal reasoning	

### Approaches to teaching Spoken Language

The National Curriculum states that pupils should be taught to speak clearly and convey ideas confidently in Standard English. They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate and debate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing.

As part of our daily practice, we encourage our pupils to speak clearly and confidently, and to articulate their views and opinions. This begins when children enter the Reception class and embark on the Little Wandle phonics programme (see Reading Policy) and it continues throughout school. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. They are encouraged to listen and respond to literature, and to give and receive instructions. They also develop the skills of participating effectively in group discussions.

Across the curriculum, significant emphasis is put on learning opportunities which promote good spoken language skills. These include:

- provision of role play and drama opportunities to enliven and enrich children's understanding of character and relationships
- The use of enrichment opportunities including the outdoor areas and Hideaway space

- The opportunity to present ideas to various audiences, including classmates, governors, and School Council
- Make regular use of talking partners to allow children to develop their thinking
- Plan a range of activities to encourage collaborative talk.

In every lesson, children are exposed to new language and vocabulary, whether it is expressive, technical, or subject-specific. Teachers encourage and model the use of new vocabulary in spoken and written language and record new vocabulary on the class Working Walls to support future use. These lists are overtly referred to in future lessons and children are actively encouraged to use them to aid their work. Teachers provide opportunities for children to revisit and use new vocabulary so that it becomes embedded. In line with the school Christian values, the children are also encouraged to talk respectfully to those around them, whatever their role within the school community.

### **Inclusion and Equal Opportunities**

We are an inclusive school and adhere to the notion underpinned in the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised'. We set high expectations for all, regardless of race, gender or ability. Activities are planned to encourage full and active participation by all children, irrespective of ability. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEND code of practice.

Staff routinely identify children with spoken language difficulties as soon as possible, most frequently upon entrance to Reception. Children with specific speech and language and auditory problems are identified and specialist help sought, where appropriate. Within school, a range of strategies and resources are provided to such children to support them. These include:

Black Sheep programmes:

- Talk about friendships
- Talking about home
- Language through listening
- Speaking and listening through narrative
- Sequencing

Other resources and techniques:

- Talking partners/ Talk for writing
- Little Wandle methodology for vocabulary extension
- Sensory stories
- Talking Maths

## **Assessment**

Assessment for spoken language in Reception falls within the remit of the Communication and Language section of the EYFS curriculum and is assessed in its own right. Following the introduction of the new National Curriculum, from Key Stage 1 onwards, spoken language will be assessed through Reading and Writing, and in the other subjects of the wider curriculum.

## **Monitoring and Review**

The English Subject Lead and Early Reading Lead, along with the Senior Leadership Team, monitor and evaluate the work achieved. In consultation with the governors, the leaders identify areas for development, resource needs and moderate standards across the school.