



# **The Federation of Spixworth Schools**

## **Policy for Spoken Language**

Agreed by Governing Body: Spring 2022

To be reviewed: Spring 2025

Group Responsible: SLT

## Intent

The National Curriculum for English reflects the importance of spoken language in the cognitive, social and linguistic development of pupils. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Fluency in the English language is an essential foundation for success in all subjects.

At The Federation of Spixworth Schools, we believe that spoken language skills are fundamental to:  
Increasing self-confidence

- Fostering well being
- Improving academic outcomes
- Addressing disadvantage and raising aspiration
- Equipping children for the next stage of their education

It is therefore vital for teachers to directly teach the skills involved as well as incorporate them in all other areas of learning.

Verbal and non-verbal cues, speaking and listening are integral to communication. Through a carefully planned curriculum with discrete and direct teaching opportunities, we aim for children to become effective communicators with the tools to be able to;

- Communicate their emotions effectively
- Express themselves clearly and confidently
- Make positive contributions to their learning
- Articulate their ideas
- Listen attentively to others
- Command a range of language styles
- Match their style and response to audience and purpose
- Reach their full potential in adult life.

We value every voice. We sensitively explore and celebrate the diversity of regional dialects, first languages other than English and enable equity of opportunity and access for all children to develop their oracy skills.

## Objectives

- For all adults in school to be role models of correct spoken language, using Standard English when interacting with children, parents and the wider school community.
- To provide a curriculum that develops children's ability to communicate confidently, audibly and fluently in a range of situations.
- To provide opportunities for children to gain, maintain and monitor the interest of the listener(s).
- For children to listen and respond appropriately to adults and peers.
- To allow opportunities for children to ask relevant questions to extend their understanding and knowledge as well as articulate and justify answers, arguments and opinions.
- To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- To participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- To give children opportunities for children to orally rehearse and present their ideas to different audiences such as presentations, performances, role play and improvisations.

- To participate in discussions and debates, considering and evaluating different viewpoints, attending to and building on the contributions of others.
- To recognise non-standard language errors in written work in line with the feedback and marking policy.
- To provide a language rich environment, learning experiences and high quality texts that increase children's understanding and use of vocabulary.

## **Implementation**

At the Federation of Spixworth Schools, we ensure that high quality speaking and listening is central in all we do. We set and model high expectations for communication. We plan carefully in every subject to ensure technical and specific vocabulary is taught and understood. We also recognise informal opportunities for language development for example at break times or as part of extracurricular activities. Supporting our children to become excellent communicators and develop respectful relationships with all members of our community are integral to our Federation values.

In the EYFS: Children are given opportunities to communicate their thoughts, ideas and feelings and to develop spoken language through conversations with other children and with adults, both one-to-one and in small groups. They use language to imagine and recreate roles and experiences, to ask questions and connect ideas. Children are taught new vocabulary and to understand how to take turns, including in conversations.

In Key Stage 1: Children are taught to develop their competence in spoken language and listening to enhance the effectiveness with which they can communicate across a range of contexts and to a range of audiences. Children are taught when and how to participate constructively in conversations and debates.

In Key Stage 2: Children are taught to match their style and responses to their purpose and audience including using Standard English. They are encouraged to appreciate and respond appropriately to a wide range of listening experiences. Over time, they are encouraged to speak with confidence, clarity and fluency; to be open-minded and have the self-esteem to be confident in the value of their own opinions and to be able to express them to others; to learn to converse and value the contribution of others and to sustain a logical argument and respond to others appropriately.

## **Approaches to teaching Spoken Language**

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

- Agreement of what makes a good speaker or listener
- Adult modelling of speaking and listening skills
- Explicit teaching of new, specific and technical vocabulary from all subjects
- Provision of role play and drama opportunities
- Provision of a wide range of contexts including structured and unstructured tasks for speaking and listening in pairs, small groups or large groups
- The use of voice enhancing and recording devices e.g. microphones, dictaphones, sound cards etc.
- Inclusion and involvement in reading their own work aloud to listen for improvements and hear success
- Inclusion and involvement in presenting their own work to others including peers
- Inclusion and involvement in learning pieces to perform to various audiences, including small and large groups
- Inclusion and involvement in speaking and listening with various audiences including to justify their ideas and share opinions for example with peers and School Council

## **Inclusion and Equal Opportunities**

At the Federation of Spixworth Schools, we 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’ (p13). We set high expectations for all, regardless of age, race, gender or ability. Activities are planned to encourage full and active participation by all children, irrespective of individual characteristics.

Teaching opportunities are planned to remove barriers for those whom English is an additional language and those with specific needs or disabilities outlined in the SEN code of practice. Identification of needs involves parents, staff and the SENDCo and/or other professionals as required.

## **Impact**

Assessment of speaking and listening:

**EYFS:** Information from parents/carers and pre-school providers inform baseline assessments on entry to school.

NELI (Nuffield Early Language Intervention) assessments are completed within the first half term for Reception children to identify need. Targeted, small group interventions meet need.

WellComm assessments are completed with all Reception children and reviewed for identified children in Year 1 and 2 within the first half term. Targeted interventions and tracking of progress can continue for children up to 6 years of age.

At the end of Reception, children are assessed against the Early Learning Goals for Listening, Attention and Understanding and Speaking

**Key Stage 1:** Information from EYFS informs baseline assessments on entry to KS1

WellComm assessment and tracking will continue for identified children

Talk Boost assessments are completed with all KS1 children to identify need. Targeted, small group interventions meet need.

Speaking and Listening is assessed, against National Curriculum objectives on Pupil Asset, throughout the year. This formative data provides a summative assessment at the end of each term.

At the end of each year in KS1, Speaking and Listening are assessed alongside English, taking account of opportunities provided across the curriculum.

**Key Stage 2:** Information from KS1 informs baseline assessments on entry to KS2

Speaking and Listening is assessed, against National Curriculum objectives on Pupil Asset, throughout the year. This formative data provides a summative assessment at the end of each term.

At the end of each year in KS2, Speaking and Listening are assessed alongside English, taking account of opportunities provided across the curriculum.

Speech and Language targets set by therapists for individual children are tracked on individual timescales.

## **Roles and Responsibilities**

### **All Staff:**

- Are responsible for delivering our whole school approach to speaking and listening
- Will model good speaking and listening behaviours and uphold the same high expectations for all children
- Will ensure the school environments are language rich

- Will have a working knowledge of how to support children in this area, including those with speech and language needs as appropriate and attend relevant training to ensure their subject knowledge is secure and current.

### **Role of the Subject Leader:**

- Deciding with the SLT the priorities for speaking and listening in line with the School Improvement Plan.
- Evaluate the provision for speaking and listening in relation to meeting the development needs as specified on the SIDP and seek additional resources as required
- To write and review the school's spoken language policy
- To demonstrate good practise in teaching speaking and listening both within their own and other classes.
- To identify, organise and provide relevant INSET on teaching speaking and listening in line with identified priorities on the SIDP.
- Keep up to date with developments in speaking and listening at a local and national level.
- Advise staff on teaching and learning strategies in speaking and listening
- Evaluating the delivery of the speaking and listening curriculum across the school
- Reporting to the Executive Headteacher and Governing Body on the effectiveness of policy and practice in speaking and listening.

### **Links to other policies**

This Spoken Language policy needs to be read alongside other school policies, including:

- Phonics and Early Reading
- Reading
- Writing, including handwriting and spelling
- Marking and Feedback

### **Review**

This policy is reviewed every three years by the Subject Leader and SLT.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

### **Appendix 1**

#### **Non-Exhaustive List of Examples of Teaching Strategies**

Drama: Hot seating, Conscience alley, Body language, Facial expression, Eye contact, Voice projection, Formal/Informal, Role play, Story-telling

Performance: Choral rehearsal (song, poetry, verse, narrative), Plays, Presentations, Talks

School Council: Debate, Opinion sharing, Discussion, Agree/disagree, Decision making, Persuasion

Philosophy: Debate, Opinion sharing, Discussion, Agree/disagree, Decision making, Persuasion

Reading and Writing: Vocabulary choice, Grammar, Humour, Synonyms, Metaphors, Structure, High quality texts

Every Writing sequence: Reading drafts aloud

All subjects: Seeking information, Questioning, Summarising, Reasoning, Critically examining,

Justifying, Talk-Less Teaching approaches, Partner talk

Informal: Conversational rules

## Appendix 2

## Termly Planning Overview of Explicit Speaking and Listening Opportunities

Autumn	Inclusion and involvement in presentation: SIS – Tapestry sharing; WV – In the spotlight Inclusion and involvement in performance: Christmas
Spring	Inclusion and involvement in presentation: SIS – Tapestry sharing; WV – In the spotlight Inclusion and involvement in performance: Play in a day
Summer	Inclusion and involvement in presentation: Festival of the Spoken Word Inclusion and involvement in performance: Class assembly

## Appendix 3

**How we teach new vocabulary**

New vocabulary will be taught at the beginning of the lesson, before learning that requires these words is required. Key words for the lesson will be displayed for the duration of the lesson

- See the word, hear it, say it
- Oral rehearsal of the word
- Exploring the word's shape and length
- Words linked to images
- Root words identified
- Definitions shared
- Prefixes and suffixes
- Examples of use within context (and non-examples)