



The Federation of Spixworth Schools

Spoken Language Policy

Agreed by Individual Governor: Summer 2024

To be reviewed: Summer 2026

Intent

Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Federation of Spixworth Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in spoken language.



At The Federation of Spixworth Schools we will inspire every child through words. Through engagement in language rich classrooms we will open worlds of opportunity. High quality texts will develop enthusiastic writers where experimentation with words is supported alongside development of skills in the technicalities of writing. Our children will communicate in all its forms with a pleasure and passion that will open doors, across subjects, to the possibility of realising endless dreams and lifelong learning.

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:

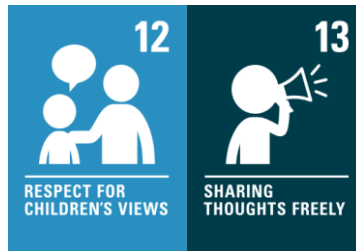
- Increasing self-confidence
- Fostering well being
- Improving academic outcomes
- Addressing disadvantage and raising aspiration
- Equipping children for the next stage of their education.

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.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2024) The Statutory Framework for the Early Years Foundation Stage (EYFS)
- DfE (2013) National Curriculum in England: English programmes of study: key stages 1 and 2

This policy operates in conjunction with the following school policies:

- Curriculum
- Curriculum Risk Assessment
- Reading
- Writing, including handwriting and spelling
- Phonics and Early Reading
- Children's Learning

Aims

The aims of The Federation of Spixworth Schools spoken language curriculum are:

- 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 situation.
- To provide opportunities for children to gain, maintain and monitor the interest of the listener.
- 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

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. 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. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains.

National Curriculum Content

EYFS Educational Programme

Taken from the Statutory Framework for the Early Years Foundation Stage January 2024. Teaching and learning in Spoken Language is planned in line with the Communication and Language. This policy should be read in conjunction with the Phonics and Early Reading policy.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations

for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

EYFS Early Learning Goals Language and Communication

Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Spoken language – Years 1 to 6

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Curriculum delivery

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.

Teaching and learning approaches

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.

Planning expectations

Teachers should plan opportunities for children to develop their spoken language skills through all areas of the curriculum. These include but are not limited to:

- Listen and respond appropriately to others
- Maintain attention and participate actively in collaborative discussions
- Ask relevant questions to extend understanding and knowledge
- Consider and evaluate different viewpoints
- Speak audibly and fluently with increasing command of Standard English. Select and use appropriate register effectively
- Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register
- Use relevant strategies to build vocabulary
- Articulate and justify answers, arguments and opinions

- Give well-structured descriptions, explanations and narratives for different purposes
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play/improvisations & debates.

Equipment and resources

- Talking tins
- Microphones
- Text to speak technology

Health and safety

Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Cross curriculum links

Children spend a large amount of time in school outside of taught lessons and we are keen to promote opportunities to develop their speaking and listening skills at all times.

Some of the ways in which we aim to develop these skills are through:

- Assemblies
- School council meetings
- Enrichment events
- Play in a Day
- Festival of the Spoken Word
- Regular philosophical discussions around common themes

Inclusion and equality of opportunity

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 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.

Assessment of speaking and listening:

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

Staff training

School leaders will consider any appropriate training which is required for staff to meet their duties and functions. Training is provided for staff through needs identified as part of the SIDP or as part of a specific pupil needs.

Monitoring and evaluation

The English Subject Lead and 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.

Roles and responsibilities

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.

- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the school, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the school and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring reaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.

- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs.

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

Review

- This policy is reviewed every two years by the SLT and the governor responsible for Curriculum.
- 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/Festival of the Spoken Word (alternate years)
Summer	Inclusion and involvement in presentation: SIS – Tapestry sharing; WV – In the spotlight 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)