

A caring Christian community where every child achieves a love of life and of learning.



Lydney C of E Primary School

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Spoken Language policy and Curriculum Overview

Subject Vision: Creative, inspiring, inclusive and nurturing.

At Lydney C of E School, we want to inspire children to be confident in the art of speaking and listening and be able to use discussion to communicate and further their learning. We are very aware that some of our pupils' early language acquisition is limited and this is why we believe that providing a language rich environment, with a strong focus on oracy, is essential to the success across the curriculum.

We believe spoken language to be fundamental to the achievement of the children at Lydney C of E Primary School. Many of our pupils start early school life without the oracy skills relevant for their age. We strive to develop spoken language skills through the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school.

Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. As a staff, we therefore foster good communication amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst our pupils.

The aims of this Spoken Language Policy are to enable children to:

- be encouraged to speak with confidence, clarity and fluency;
- recognise the value of listening;
- be encouraged to have the self-esteem to be confident in the value of their own opinions and to be able to express them to others;
- be able to adapt the use of language for a range of different purposes and audiences, including using Standard English;

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- learn to converse, sustain a logical argument and respond to others appropriately;
- be encouraged to concentrate, interpret and respond appropriately to a wide range of listening experiences;
- be prepared to be open-minded, to value the contribution of others and to take account of their views;
- value the experience and contributions of children with a wide variety of linguistic backgrounds;
- develop empathy through drama.

Implementation

Correct spoken language is fundamental to learning. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. We aim to develop and encourage fluent speakers, who are confident to operate in a wide range of situations. Pupils should have a range of planned oracy experiences (this is not an exhaustive list), which include:

- Circle time
- Role play
- Talk partners
- Guided reading
- Preparation for writing
- Visiting speakers
- Giving and receiving instructions
- paired/collaborative work
- problem solving in maths
- displays to develop vocabulary
- knowledge organisers to embed vocabulary
- Hot seating
- Conscience alley
- Role on the wall
- presentation of learning
- Drama

It should also be recognised that there are opportunities for children to develop their oracy skills outside of the curriculum. At Lydney C of E Primary school this is promoted through:

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- assemblies (including celebration assembly and Open the book)
- school council and other pupil voice activities
- topic events
- participation in local events.
- The yearly drama production in each year group

Teaching and Learning

The EYFS provides the building blocks to a child's spoken language development. The majority of our pupils enter our Foundation Stage below age related expectations for communication and language. It is crucial that staff at this stage provide a wide range of oracy opportunities for pupils. Our Foundation Stage pupils are encouraged to, and increasingly expected to, speak in full sentence to adults in school.

Throughout KS1 and KS2, there are opportunities to develop pupils' oracy embedded into the curriculum through for example; oral story- telling, poetry, talk partner work, discussion and debate, question and answer sessions and guided learning opportunities. Further to this, pupils are encouraged to contribute orally to assemblies, good work assemblies, school productions and enrichment events (such as educational visits, topic days etc).

Learning Environment, classrooms and corridor displays contribute to promoting subject-specific vocabulary development in an age appropriate way.

Parental Involvement

Parental involvement is encouraged in all aspects of school life. Parents are informed of any issues related to spoken language through parents' evenings or as and when necessary. Parents will be informed if their child is entered onto the Blast or Language Link intervention programmes.

Assessment

Children in EYFS are continually observed and assessed in Communication and Language. Data is collected at the end of the year to help complete the Early Years Profile. This is submitted to the LA. Teachers in KS1 & 2 assess children's abilities and progress in spoken language regularly through formative assessment.

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SEND

Those pupils found to be well below age related expectations for spoken communication in Reception will take part in 'Early Talkboost' sessions, which is an intervention programme, led by a teaching assistant, designed to rapidly accelerate spoken language and listening skills.

Our pupils need lots of opportunities to speak and listen. This is especially true of pupils with vulnerabilities such as special educational needs (SEND), Pupil premium and/or pupils with English as an additional language (EAL). Within every day teaching, we use a range of resources to support communication e.g. visuals made with Communication in Print, word banks and sentence stems. Some pupils, across Key Stage 1 take part in small group activities. These children are identified through the use of 'Language Link, and/or 'Speech Link' assessment, which assesses understanding and speech proficiency. Some pupils receive additional support from a speech and language assessment carried out by a speech therapist who will make recommendations for intervention activities.

Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs. Where appropriate, targets are set which are then worked on individually or in small groups. Our experienced TAs work with individuals or groups of children specifically in the areas of speaking, listening and collaboration.

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Impact

Through the development of Spoken Language skills, our aim is for our pupils to become fluent and confident speakers. Pupils will make good progress from their own personal starting points, enabling the majority of our pupils to achieve or exceed their expected targets when undertaking statutory and non-statutory assessments. The impact of spoken language goes beyond the results of the statutory assessments.