



Spoken Language Policy

2023 - 2024

Intent

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 St. John Vianney Catholic Primary School. Some 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 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;
- 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;
- appreciate the diversity of languages, dialects and accents in the school and 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 an integral 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.

At St. John Vianney school, pupils take part in a range of planned oracy experiences which include:

- drama
- circle time
- talk partners
- listening to stories
- guided reading
- preparation for writing
- visiting speakers
- giving and receiving instructions
- paired/collaborative work
- problem solving in maths
- presentation of learning
- displays to develop vocabulary
- knowledge organisers to embed vocabulary in the wider curriculum

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

- assemblies
- school council and other pupil voice activities
- phase and year group opportunities
- participation in a range of events within school.

Teaching and Learning

The EYFS provide the building blocks to a child's spoken language development. Some pupils enter our Foundation Stage below age-related expectations for communication and language. Staff in this phase therefore provide a wide range of oracy opportunities for pupils.

Our Foundation Stage pupils are encouraged to, and increasingly expected to, speak in full sentences to adults in school. Those pupils found to be well below age-related expectations for spoken communication in Reception or Key Stage 1 will be entered onto *Talk Boost*, an intervention programme, led by a Classroom Teaching Assistant, designed to rapidly accelerate spoken language skills of 4-7 year olds. 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, school productions and enrichment events (such as educational visits).

Learning Environment

Classroom displays contribute to promote 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 regular communication. Parents will be informed if their child is entered onto *Talk Boost* 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 & KS2 assess children's abilities and progress in spoken language regularly through formative assessment.

Inclusion

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. As a school, we have a growing number of pupils who have English as an additional language. Their experiences and knowledge provide us with a rich resource on which to draw for the benefit of the whole school. Visual prompts and signs may be used to develop vocabulary and encourage participation. Our experienced CTAs work with individuals or groups of children specifically in the areas of speaking, listening and collaboration.

Roles and Responsibilities

The English Team, SLT, Head teacher and link Governor will be responsible for monitoring the impact of this policy and standards of spoken language across the school, through work scrutiny, drop in observations and lesson observations and any other relevant monitoring activities.

Impact

Through the development of Spoken Language skills, our aim is for our pupils to become fluent and confident speakers. We aim for all pupils to 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 assessments. The impact of spoken language goes beyond the results of the statutory assessments.

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