**Longroyde Primary School**

**Spoken Language Policy**

#  **Introduction**

The National Curriculum for English reflects the importance of spoken language in children’s development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that the children hear and speak are vital for developing their vocabulary, grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of children’s confidence and competence in spoken language.

In the Early Years Foundation Stage, we aim to enable children to develop as confident and capable communicators. Communication and Language is a prime area as it enables children to access a broad curriculum to a much deeper level. Listening and attention, understanding and speaking are covered in the communication and language area.

*“Children are born ready, able and eager to learn. They actively reach out to interact with other people and in the world around them.”* Development Matters in the EYFS 2012

We support children’s learning and development towards the Early Learning Goal. Communication and language development involves providing children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

In Key Stages 1 and 2, spoken Language is a requirement of the national curriculum; there are attainment targets that involve discussion, talking, participating and listening within the English Curriculum as well as statutory requirements for it.

# **National Curriculum – Overview of Progression**

**Providing a language rich environment in EYFS**

Continuous provision is carefully planned to support children’s language and communication development. A wide range of activities are available that encourage children to talk about what they are doing and to ask questions. These include small world play, role play, blocks, construction play, malleable activities and creative activities, both inside and out.

The practitioner supports children’s language by introducing and modelling appropriate vocabulary, describing what they and children are doing asking questions, modelling good conversational language, encouraging children to talk about what they are doing and thinking, giving children time to think and speak. It is important that the practitioners allow the children to lead the play and talk and should tune into the child and follow their lead.

Enhanced provision is offered through additional planned activities to enrich the children’s experiences and opportunities for language development. These interesting and exciting experiences all enhance children’s motivation to talk so are provided on a regular basis. These include baking, walks around the local area, celebrations of festivals and visitors.

We sing and rhyme on a daily basis in order to develop the vocabulary and confidence of the children. The structure of songs and rhymes and their regular repetition gives the child confidence to join in and hear their own voice. In addition to our daily singing and rhymes in reception we have a planned 30 minutes session weekly with a music teacher which introduces new songs gradually and gives plenty of opportunities for repetition.

**Key Stage 1**

In KS1 most children should be able retell a range of personal experiences and familiar texts, including relevant details. Children need to be aware of the difference between spoken and written language.

 In informal situations such as conversations, recounts include:

* retelling main events
* using consistent past tense
* using some relevant, descriptive language

Formal recounts such as retelling a familiar story or shared event for a specific audience need to include awareness of specific features, e.g.

* structuring events in order
* increased use of time-language and alternative connectives

To support children in developing the skills of formal recount teachers may provide scaffolding e.g. a simple recount framework or prompts. Opportunities should also be provided for oral rehearsal. Participating in and reflecting on oral recounts will develop children’s understanding of the genre and underpin their writing.

Children should be given opportunities to select appropriate vocabulary to adequately describe events, objects, experiences and feelings. It helps develop concepts of category knowledge to support classification and adds interest to both oral and written texts. Teachers should immerse children in a rich language environment; reading to them, highlighting descriptive language; modelling the use of descriptive language; providing experiences which engage the senses and stimulate emotional responses. Children should be encouraged to contribute to class collections of descriptive vocabulary and to choose and use appropriately.

Regarding giving and responding to instructions, in KS1 most children should be able to:

* listen and respond to a series of instructions
* give simple instructions with increasing clarity

Children need to hear precise instructions and have opportunities to follow them. They need to talk about the features that make instructions clear, such as sequenced steps, appropriate verbs and specific information e.g. number, size, time. The number, sequence and complexity of instructions, needs to build up gradually over time.

Pupils should begin to recognise some features of the language used to persuade others. The teacher should: - draw children’s attention to persuasive language in a range of texts, including media and digital texts - encourage children to acquire and use a wider range of persuasive vocabulary - explore and discuss persuasive devices used in different contexts, e.g. tone of voice, body language, choice of vocabulary - encourage children to give reasons to support a point of view.

**Year 3**

Children’s increasing fluency in word reading means that they can build on the comprehension skills and strategies covered in Year 2 and focus even more on understanding what they have read. During Year 3, they will be learning to justify their opinions and give reasons for their observations (both orally and in written form). They will also become more experienced in drawing inferences from texts- understanding the reasons for characters’ behaviour, or making sensible predictions. They will need support to do this at first. During Year 4, they will build on this experience and become more independent in expressing and justifying their opinions on texts.

They will increase their vocabulary through talk as well as reading, and will use new words in their writing.

**Year 4**

Children should continue to have the opportunities to listen frequently to stories, poems, non- fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously.

The children will be given activities where they will read, reread and rehearse poems and plays for presentation and performance. They will also have opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

Children will be given guidance about the kinds of explanation and question that are expected from them. They will also be given help to develop, agree on, and evaluate rules for effective discussion. The expectation will be that all children take part.

**Year 5**

Children will be taught the technical and other terms needed for discussing what they hear and read.

Children will be given guidance about and feedback on the quality of their explanations and contributions to discussions.

They will be given the opportunity to create their own improvised, devised and scripted drama for each other and a range of audiences- as well to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Children should continue to add to their knowledge of linguistic terms, so that they can discuss their writing and reading.

**Year 6**

Children will build on the work done in Year 5 and will become more fluent and skilful in discussion, using formal presentation and debating techniques when appropriate.

They will continue to be taught the technical and other terms needed for discussing what they hear and read, and will be given guidance about and feedback on the quality of their explanations and contributions to discussions.

They will be given the opportunity to create their own improvised, devised and scripted drama for each other and a range of audiences- as well to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

**Teaching Approaches and Strategies**

Teachers need to use a range of teaching approaches and grouping strategies, selecting the most appropriate at any given time.

**Think, pair, share**

Teachers provide time for children to think about their ideas and responses before sharing with partners and other groupings. Teachers should establish practices to ensure children access partners easily and immediately get on task.

**Partner Work**

When children work together they learn from each other and teach each other. Working with a partner allows a child to share ideas, clarify thinking, interpret questions and structure or formulate responses. Children work with partners for a range of purposes, e.g. planning together, developing negotiation skills and collaborative ways of working. Partner work enables children to take responsibility for their own learning as well as support each other’s learning.

**Modelling**

Teachers model talking and listening for different audiences and purposes. They emphasise specific skills, extending children’s vocabulary and awareness of sentence structure. They demonstrate effective listening and responding appropriately to others. Teachers use talk to model their thinking and decision making processes.

**Engaging Children in Conversation**

Teachers model the conventions of conversation, prompting and scaffolding responses, summarising thoughts and ideas. They provide ample opportunities for children to initiate and engage in conversations, both incidental and planned.

**Group Discussion**

Participation in group discussion enables children to experience different roles and responsibilities and develop co-operative attitudes and behaviours.

**Role-play and Drama**

Engaging in role-play and drama gives children opportunities to:

* express their thoughts and feelings; deal with specific issues such as conflict or developing friendships
* talk and behave in a manner appropriate to the context
* adopt the behaviours and characteristics of another person
* discuss issues raised in role-play scenarios.

**Group Discussion**

Group discussion and interaction provides opportunities for children’s thinking to be challenged and encourages them to consider other points of

**Developing Listening Skills**

Listening needs to be explicitly taught and reinforced across the curriculum throughout the day. As children engage in planned learning experiences they have opportunities to:

* hear language used for different purposes and audiences
* see how speakers use gestures, facial expression and tone
* observe social conventions in action
* develop appropriate responses as a result of attentive listening
* respond non-verbally, e.g. by nodding or maintaining eye contact
* re- present information
* recall main events or ideas
* follow instructions accurately
* create new meanings based on what they have heard

**Teachers should**:

* plan opportunities for children to listen and respond to different speakers, e.g. peers, adults and media
* model active listening, e.g. maintaining eye contact, asking relevant questions, quick recapping
* articulate the purpose for listening in advance
* provide non-verbal cues to support listening
* encourage children to reflect on how they listened

**Assessment**

Development Matters is used in our early years setting as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. Early years practitioners review children’s progress and share a summary with parents at two points:

* in the prime areas between the ages of 24 and 36 months
* at the end of the EYFS in the EYFS Profile.

In Key Stage 1 and 2, the assessment of communication and language is on-going and is at the heart of our early years practice. On entry all children are assessed through observations as they act and interact in their play, everyday activities and planned activities. Observations are made and kept in the children’s individual learning journey. If any concerns are identified we provide support in their language development. If concerns persist after additional support has been provided a referral to speech and language therapist is discussed with parents. All children are assessed termly against the EYFS Development Matters to monitor progress. In reception pupil’s progress will be recorded on the Schools Pupil Tracking System (termly).

In Key Stage 1 and 2, there are various ways in which information is collected. These include: teacher observations where information is gathered whilst children are tackling carefully devised tasks, ongoing assessment, recording using ICT and videoing.

Pupil’s progress will be recorded on the School Pupil Tracking System (termly).

# **Evaluation**

Evaluation, like assessing, is an ongoing process. We need to evaluate the teaching of speaking and listening, and the resources we use, not only to make judgements about degrees of success but to use judgements to improve the quality of English education provided for the children.

This English policy was produced by Mrs. Helen Hemingway, November 2016 and supersedes all previous policies.