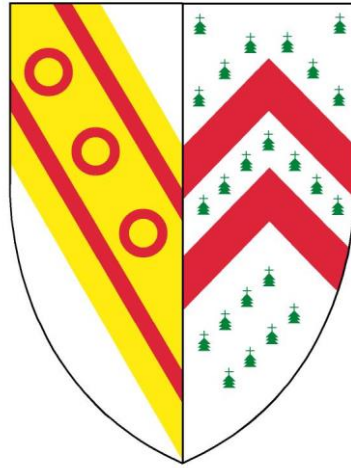


Pollington-Balne CE Primary School



Spoken Language Policy 2021-2022

Adopted by Governors: May 2021

To be reviewed: May 2022

Achieving and Aspiration – *a school in which children aspire to achieve their personal potential.*

Belonging and Becoming – *a place in which strong roots enable personal flourishing.*

Care and Community – *a school that is from and for the community*

Spoken Language

Pollington -Balne C of E Primary School

Spoken Language

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At Pollington -Balne C of E Primary School, we recognize that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognize that this is necessarily for cross-curricular learning and a constant need through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupils' **spoken language**, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

Aims

At Pollington -Balne we strive to:

- Be role models of correct spoken language, using Standard English
- Be sensitive and explore and celebrate the diversity of regional dialect while raising children's understanding of the importance of commanding a range of language styles, from informal to formal
- Increase children's awareness and use of vocabulary through the provision of language-rich learning experiences
- Develop children into confident, articulate speakers who are able to express themselves and their ideas clearly

Objectives

- To use Standard English at all times, when interacting with children
- To pick up on non-standard language errors in written work through rigorous marking and feedback (see Marking policy)
- To establish an ethos of supportive criticism amongst staff and pupils where non-standard dialect features are identified and converted into Standard English
- To develop children's vocabulary by modelling and encouraging the use of synonyms rather than simply accepting first ideas
- To draw on texts read within class as a way to explore and collect effective language use and vocabulary extension

- To provide opportunities for children to orally rehearse and present their ideas to different audiences

Approaches to teaching Spoken Language

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’ (p10) They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesize and explore ideas
- Organize their ideas prior to writing

Children of all age phases have the opportunities to develop the skills mentioned above.

As part of our daily practice, we encourage our pupils to speak clearly and confidently and articulate their views and opinions. This begins when children enter the Reception class and embark on the RWI programme and it continues throughout school. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. They are encouraged to listen and respond to literature, and to give and receive instructions. They also develop the skills of participating effectively in group discussions.

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

- provision of role plays and drama opportunities to enliven and enrich children’s understanding of character and relationships
- The opportunity to present ideas to various audiences, including children across the school, parents, governors and the School Council
- Making regular use of talk partners to allow children to develop their thinking

Throughout the curriculum the children are exposed to specific or technical vocabularies, including Maths, Science, Geography and History which they will use in both spoken and written work. Teachers encourage and model the use of new vocabulary in spoken and written language and record new vocabulary in the class to support future use. In line with the school values and the behaviour policy, the children are also encouraged to talk respectfully to those around them, whatever their role within the school community.

Ways in which we enhance our Spoken Language provision

Children from Reception onwards participate in assemblies and special events through the year where they rehearse and recite lines from memory.

Inclusion and Equal Opportunities

We are an inclusive school and 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 race, gender or ability. Activities which are planned to encourage full and active participation by all children, irrespective of ability. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice.

Staff routinely identify children with spoken language difficulties as soon as possible, most frequently upon entrance to Reception (see SEN policy). Children with specific speech and language and auditory problems are identified and specialist help sought, where appropriate.

Other resources and techniques:

- Talking partners
- RWI methodology for vocabulary extension

Assessment

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.

Monitoring and Review

This policy will be reviewed September 22