



Abbots Ripton Church of England Primary School

English Policy: Spoken Language

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Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith.

Purpose of Overall English Policy

- To create a shared love and passion for English.
- To enable every child to achieve their full potential.
- To establish and share high expectations of staff and pupils.
- To promote continuity and coherence across the school.

Aims of Policy

English has an important place in education and society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils to both acquire knowledge and to build on what they already know.

Here at Abbots Ripton, we firmly support the core national curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Expectations

By the time children leave our school, we expect them to communicate through speaking, listening, reading and writing, with confidence, fluency and understanding.

Teaching and Learning

In all classrooms, and in an age-appropriate manner, pupils must be provided with opportunities 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
- 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, building on the contributions of others.

Examples of opportunities provided to facilitate good spoken language across the school include drama, role-play, participating in debates, asking questions and listening to responses, alongside discussing feelings and emotions.

Pupil-Led Learning

As part of our curriculum, we must provide pupils with frequent opportunities to develop their spoken language in a pupil-led manner. For example, in Upper Key Stage Two, pupils should have regular opportunities to both plan and deliver a Class Collective Worship to their peers. Added to this, all pupils must participate in termly Class Sharing Assemblies where speaking opportunities are provided; the pupils have an active part in both preparing and delivering this to parents and carers.

In all classes across the school, children should be actively involved in classroom learning, where they will be explaining and/or demonstrating their thought processes to the rest of the class. One example of this could be in Maths, where a pupil could be talking through a mathematical concept and demonstrating it on the interactive whiteboard.

School plays, such as the Nativity and the Summer Production, are also examples of pupils developing their spoken language through drama.

Inclusion

The National Curriculum (2014) is for all pupils and the expectation is that the principles of inclusion pertain. Where necessary, the teacher must children with additional needs through differentiated activities and adult support from either the class teacher, teaching assistant or additional teachers. Additional resources, such as talking frames or word banks, should be utilised to support pupils.

English as an Additional Language (EAL)

We recognise that linguistic and cultural diversity enrich our school and that a child's achievement is linked to a welcoming environment in which they feel valued and confident. Building on each child's knowledge and understanding of other cultures and languages will support EAL learners in becoming confident speakers, readers and writers of English in all areas of the curriculum.

All children learning English as an additional language are entitled to access the broad National Curriculum. English is best learned through the curriculum and children are encouraged to engage in class activities from the onset. We acknowledge that spoken language is central to progress in all areas and teachers are responsible for building strategies into their planning to support the language development of all EAL children. These children are likely to need subject specific language support after they have become reasonably fluent in social forms of English and teachers are responsible for these resources.

We have a separate assessment record for EAL children's language development and EAL should not be confused with SEN.

Assessment

As spoken language spans the entirety of the curriculum, teachers should assess pupils by making observations in all subjects. Teachers should assess pupils' spoken language against the criteria for their year group, using specific curriculum objectives.

The specific assessment grids for each year group can be accessed by teaching staff and downloaded via Staff Share.



Ratification of Policy

English Policy:
Spoken language

Presented to:committee

Policy ratified on:.....

Signed by:

Chair of Committee :.....

Chair of Governors:.....

Head teacher:.....