



William Fletcher Primary School

Spoken Language and Vocabulary development Policy

William Fletcher School is a Rights Respecting School, this policy reflects Articles 17 (access to information) 28 (right to education) 29 (goals of education)

Spoken language is an essential element of the curriculum as it is one of the main instruments of learning and communication throughout life. It underpins the development of reading and writing and creates opportunities in school for children to enquire about, explore and develop their knowledge across the school curriculum and beyond. The ability to communicate effectively supports children's self esteem, confidence, thinking skills and achievement. Recent research has shown that many pupils who struggled with language at the age of five, also did not reach the expected standard in their SATS (national tests) in English at age 11.

Aims

To ensure that children leave our school

- able to communicate effectively in a range of situations and on a variety of subjects
- can explain and express their ideas, views and feelings using a broad and rich vocabulary
- take part in discussions and debates which help to develop learning and address misconceptions
- can listen attentively to the views of others and respond appropriately by asking questions or evaluating what they have heard

Spoken Language and Vocabulary development Objectives

- Listen and respond appropriately to adults and peers in a range of situations [paired talk, small group work and whole class]
- 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 including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through hypothesising, imagining and exploring ideas

- 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, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Teaching Speaking and Listening

Speaking and Listening is taught throughout the curriculum at a level appropriate to the pupil's age and stage of learning. Pupils will build on the oral language skills that have been taught in preceding years. Opportunities will be made for children to work in groups of different sizes including pairs, small groups, large groups and whole class. They will be taught to take turns, listen to others and know when and how to participate constructively in conversations and debates. Teachers will support the development of a broad, rich and varied vocabulary in order to discuss a wide range of topics and concepts. Pupils will receive constructive feedback on their spoken language and listening skills in order to help them improve their overall language knowledge, skills and understanding.

In Foundation Stage

Teachers and teaching assistants use the EYFS Framework to support the development of language for communication and language for learning.

Children will have opportunities to

- Listen and respond to stories
- Share their experiences with adults and each other including taking part in 'Show and Tell' and where needed, additional language groups such as 'Ginger Bear'
- Role play activities both independent and planned or themed
- Role play with puppets
- Freeflow activities pursuing their interests

Key Stages 1 and 2

The development of effective Spoken Language skills continues throughout the school and is guided by the 2013 National Curriculum document for Key Stages 1 and 2.

'Fluency in the English Language is an essential foundation for the success in all subjects'.

Planning

With this statement in mind the development of effective speaking and listening skills/Spoken Language is a key element in Language and Literacy lessons but it is not restricted to Literacy lessons. Teachers plan activities and opportunities for children to reinforce and extend their use of Spoken Language and Vocabulary development skills across the curriculum.

Strategies

All talk is valuable for the development of children's learning. Much talk happens incidentally in the classroom when children are exploring a new idea or concept. However, some activities may be planned specifically to give children opportunities to develop specific skills. These might include:

- Structured discussions and debates including P4C

- Drama
- Presentations including assemblies
- Hot seating – requiring empathy with a particular character or view point
- Talk partners
- Storytelling
- Participation in specific school groups [school council, eco committee, anti bullying group etc]

Assessment of Spoken Language

Assessment of pupil's achievement in Spoken Language and vocabulary development will be based on evidence gathered from a range of planned activities designed to meet the needs of the curriculum. Achievement will be recorded on the APP 2014 revised grid for each year group [see attached].

Additional Support

Children with Special Educational Needs may require additional support to develop Spoken Language skills including those with delayed language acquisition, articulation or word finding difficulties. In these cases additional support will be put in place to address needs under the guidance of Speech and Language professionals.

Children with English as an additional language are monitored closely and pre teaching or additional language support is provided to support their needs as appropriate.

Equal opportunities

In line with the school's Equality and Inclusion policies we believe that all children are entitled to high quality teaching and learning.

Policy Name	Spoken Language and Vocabulary development Policy
Frequency of review	3 years
Written	February 2016
Written by	Alison Umney, Reading and Speech and Language Co-ordinator
Next review date	February 2019