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Spoken Language Policy

What is this policy for?

This policy sets out how we teach spoken language in line with the legal requirements of the National Curriculum 2014. It describes how our provision for spoken language allows all pupils to develop key life skills that let them express their ideas and opinions.

The vision for spoken language

At Hutton CE Primary we believe all children should have a voice. They need to be given opportunities to communicate effectively, listen to others and share their understanding and views. Without effective communication, little achievement can be made and skills needed throughout life can be missed.

When is spoken language taught and learned?

There is no minimum entitlement for spoken language. However, it is expected that there are opportunities for children to develop their spoken language skills in all lessons.

Teachers use zones of relevance and high quality texts to develop children's vocabulary. Vocabulary for the term is shared with parents on Knowledge Organisers and displayed in classrooms.

How is spoken language taught and learned?

Spoken language is a statutory part of the Primary National Curriculum. Spoken language specifically draws on the EYFS curriculum strand 'Communication and Language' and relates to Spoken Language in Key Stage 3 and 4.

Spoken language skills are developed and enhanced through all curriculum areas. Children will experience quality spoken language being performed through visits to the theatre or from visiting performers. Children also have the opportunity to perform in class assemblies and school plays. All Key Stage 2 children take part in School Council meetings and Circle Times. Spoken language skills will also be developed through interviewing visitors and potential members of staff or governors.

Spoken language supports and is supported by our PSHE scheme of work. The spoken language curriculum gives opportunities to explore and express the self and consider the opinions and thoughts of others. In best practice spoken language ought to empower all other national curriculum subjects.

For children in the early years who are struggling with spoken language we have several support processes in place. A speech and language trained (SALT) teaching assistant can provide support and practise for those with a programme for articulation difficulties. We run a NELI (Nuffield Early Language Intervention) group for those who have more limited vocabulary. We run Talk Boost groups for those who need to develop their verbal confidence.



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What do we learn in spoken language?

The National Curriculum's programmes of study for spoken language at Key Stages 1 and 2 outlines the statutory requirements. These include; listening and responding appropriately to adults and peers, use relevant strategies to develop their vocabulary and gain, maintain and monitor the interest of their listener.

How do we measure success in spoken language?

Formative assessment is used by teachers daily to plan for next lessons.

Summative assessments carried out three times a year includes spoken language elements of the curriculum.

Budget and resources

If there is a need for any resources they will be purchased from the central curriculum budget.

Safety and risk

Children should feel confident to express their views and opinions while respecting that others may have different beliefs and ideas. A supportive and respectful atmosphere must be created in the classroom so that the emotional and mental risks involved with expressing opinions and articulating the self are minimised.

Community involvement and collaborations

Throughout the year children have the opportunity to share their work through celebration worship, class worship and parents in class. Members of the community are invited to attend Nativity productions, the Easter play and Year 6's end of year production.

Monitoring and Evaluation

The English team will monitor the standards of spoken language across the school. This will occur through a range of activities of monitoring planning, observation of lessons, work sampling and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for English.

Policy written: February 2020

Policy review: November 2022

Ratified by the Local Governing Body and signed by chair or vice-chair:

Jane Barry 29/11/21