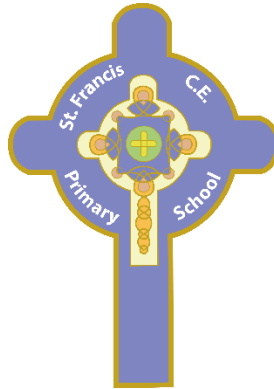




St Francis Church of England Primary School



Vision:

Our aim at St. Francis Church of England Primary School is to guide our children to live fulfilling lives, rooted in the values taught by Jesus, based on the Gospel value of love for one another.

Mission Statement:

Love Faith.

Love People.

Love Learning.

Our 8 Core Values:

- compassion
- service
- fellowship
- hope
- creation
- endurance
- thankfulness
- trust

Our vision, mission statement and values are at the core of everything we do. They underpin our teaching and learning, interactions and environment.

Policy Title:

English Spoken Language Policy

Date of Policy: Summer Term 2018

Policy Review Date: Summer Term 2019

Headteacher: *S. Thomas*

Chair of Governors: *P. Rushton*



This Spoken Language policy needs to be read alongside other school policies, including:

- Reading and Phonics Policy
- English Writing Policy
- Response and Feedback Policy
- SEND Policy

This policy also should be read alongside the DfE National Curriculum in England (2014) and Standards and Testing Agency (Draft) guidance materials.

Rationale

The DfE National Curriculum (2014) clearly states that developing children's language and literacy skills are 'essential to [them] participating fully as a member society'.

'Teachers should develop pupil's 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.'

DfE National Curriculum (2014)

At St Francis C of E Primary School we recognise that without effective communication, language and literacy skills, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that the skills learnt in English need to be used and applied across the whole school curriculum to prepare children for the next stage in their education and for life-long learning.

St Francis C of E Primary School is an inclusive school. We have high expectations for every child. We use a range of whole class, guided group and one-to-one teaching to support children to meet or exceed the national standards for reading and writing detailed in the EYFS curriculum, DfE English National Curriculum (2014) and end of Key Stage (Draft) Performance Descriptors.

We agree with the statement in the DfE National Curriculum (2014) that, 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised'. Therefore, class teachers plan learning opportunities to ensure all children make at least expected progress from their starting point, including children identified with special educational needs and/or disabilities outlined in the SEND code of practice.

To ensure all our children achieve well we recognise the importance of:

- Quality first teaching and learning;
- The effective use of formative assessment;
- An engaging and enriching curriculum.

SPOKEN LANGUAGE

'Pupils should be taught to speak clearly and convey ideas confidently in Standard English. They should learn to justify their ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others and select the appropriate register for effective communication. They should give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.'

DfE National Curriculum (2014)

At St Francis C of E Primary School, we encourage all our children to speak clearly and confidently and articulate their views and opinions. We teach children the need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. We also teach children to listen and respond, give and receive instructions, and develop the oral skills to participate effectively both socially and in group and class discussions across the whole curriculum.



The DfE National Curriculum (2014) states that, ‘spoken language underpins the development of reading and writing’. At St Francis C of E Primary School, we believe all children are entitled to an enriching curriculum that immerses them in the rich cultural heritage of stories and quality literature. The study and enjoyment of quality texts are at the heart of our English curriculum. We aim to develop children's deeper understanding of the English language and their literary heritage through the explicit teaching of 'story-telling' and learning quality texts 'by heart' as part of the 'Talk for Writing' teaching sequence.

Speech, Language and Communication comprises of the following skills:

Speech	Language	Communication
• volume	• vocabulary	• adapt communication style to suit situation and audience
• using pitch	• understanding grammar	• conversations
• speech sounds	• narrative structure	• take turns in conversations
• fluency	• use of grammar	• listen
• clear speech	• organised sentences	• use language to persuade, negotiate, predict and account for consequences
• tone of voice	• inference	• understand non-verbal communication
• intonation	• understanding meaning	• use language to enable conflict resolution and collaboration
• stress on words	• verbal reasoning	

At St Francis C of E Primary School, we teach and promote spoken language using a range of strategies and approaches including:

- Screening children to identify possible speech, language, communication and auditory difficulties and provide specialist support, where appropriate.
- Planning learning opportunities across the whole curriculum that expect and encourage full and active participation by all children.
- Promoting and encouraging the use of Standard English, where appropriate for audience and purpose.
- Encouraging talk at home through home learning opportunities.
- Using 'Learning Partners' and 'Sustained Shared Thinking' across the whole curriculum to develop children's talk, thinking and social skills, and ensure all children are positively engaged in their learning.
- Using the 'Talk for Writing' story-telling approach where children learn quality stories, poems and non-fiction texts 'by heart'. Children are then expected to use and apply the learnt language features and structures, embedded in the quality texts, in their own speech and writing, where appropriate.
- Using 'Book Talk' in Shared and Guided Reading sessions to develop children's oral, emotional and spiritual responses to quality texts.
- Planning regular opportunities for structured talk across the whole curriculum to develop children's social, moral, cultural, emotional and spiritual responses, particularly in PSHCE, RE and class 'Circle Time'.
- Ensuring regular opportunities to develop children's performance skills for a range of audiences, for example through Class Worship, Talk for Writing sharing during Worship and school drama productions.
- Making use of drama and role play opportunities throughout the whole curriculum.
- Planning class and group discussions and debates across the whole curriculum.
- Providing opportunities to take part in public speaking competitions and community events.



VOCABULARY DEVELOPMENT

The DfE National Curriculum (2014) makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts more efficiently.

Vocabulary teaching needs to:

- Be active.
- Be progressive and systematic.
- Make links from known words.
- Develop an understanding of shades of meaning.
- Include 'instruction verbs' used in examinations.
- Include subject specific vocabulary such as accurate mathematical and scientific words.
- Link to the training completed in school – incorporating 'category', 'location' and 'function'.

At St Francis C of E Primary School, we teach and encourage all children to have a wide and growing vocabulary through a range of strategies and approaches including:

- Sharing spelling lists/ key words to learn in school and at home, particularly the age-related spelling lists detailed in the DfE English National Curriculum (2014) and subject specific words explored in the curriculum themes.
- Collecting and displaying key words and phrases linked to the class reading of quality texts for children to 'magpie' and use in their own language and writing.
- Creating 'Talk for Writing' model texts that include new vocabulary for children to explore and use in their language and writing.
- Modelling the use of the correct vocabulary, including the use of Standard English, where appropriate.
- Explicitly teaching and exploring the language of questions and responses, for example, in Guided Reading sessions.
- Planning word based investigations looking at patterns and word origins.
- Using dictionaries, thesaurus and ICT.
- Exploring vocabulary choices and the effect they have on the reader through the analysis of model texts and creation of 'Readers' and Writers' Toolkits' in Shared and Guided Reading and Writing sessions.
- Class teachers are expected to use the extensive vocabulary resources as a key resource in the classroom environment
- Organising small group vocabulary intervention where required
- Using key vocabulary resources within the classroom environment
- Using a metacognitive approach to the teaching of vocabulary

ASSESSMENT AND PLANNING

At St Francis C of E Primary School, we aim to ensure all children achieve well. Class teachers plan learning opportunities to ensure appropriate rates of progress for all children. Therefore, formative assessment and the class teacher's knowledge of the age-related expectations, detailed in the DfE English Curriculum (2014) and end of key stage national standards, are used to assess and plan.

To ensure children are ready for the next stage of their education the majority of children are expected to achieve at least the national standards in reading and writing by the time they leave St Francis C of E Primary School.

Assessment

- Children entering EYFS have a BPVS assessment completed. Children achieving a low standardised score are discussed, appropriate action taken and reviewed throughout the year groups
- In liaison with the SENCo (through referrals from class teachers), there are many assessments that can be completed related to spoken language which are not NC based.
- Class teachers assess pupil's learning during every part of the lesson and are expected to adapt their teaching and planning to meet their children's needs and interests.
- NfER assessments are used as summative assessment and this gives a standardised score.



- To monitor curriculum coverage and ensure balance, class teachers use key performance indicators (KPIs) identified for writing, indicating whether a child is emerging, expected or exceeding the objective. This document is expected to be used as a 'live' document.
- Assessment of writing is completed using SIMS
- National assessments are carried out each year in:
 - o Reception - End of EYFS Key Stage Outcomes.
 - o Year 1 - Phonics Screen.
 - o Year 2 - Phonics screen retake, Reading, Writing and Grammar, Punctuation and Spelling (GPS Optional)
 - o Year 6 - Reading, Writing and Grammar, Punctuation and Spelling.
- End of year and key stage assessments are analysed by the Headteacher and Deputy Headteacher and Writing Leader. Discussions with regards to children's slow progress linked to exploring difficulties in SLCN will take place. Liaison with the SENCo will take place as required. Outcomes are reported to the Governing Body and feed into the school self-evaluation, improvement plan and appraisal procedures.

Planning

There is no standard spoken language planning format, however, it is expected that elements of spoken language development will form part of every lesson.

- Pupils are taught in mixed ability classes and planning is adapted to meet the different needs and abilities within the class.
- Class teachers are expected to carefully select vocabulary items by two major factors:
 - o Learners' Needs
 - o Usefulness of the vocabulary item (Tier 1, 2 or 3 word)
- Class teachers are expected to use the extensive vocabulary resources within school to plan vocabulary learning as part of quality first teaching and direct activities.

PROFESSIONAL DEVELOPMENT

- The Writing Leader, in collaboration with SLT, ensures the school staff are kept up to date with national developments in the English curriculum, teaching and assessment.
- To update and share expertise and skills, all staff are expected to attend relevant courses and CPD opportunities, including engaging in regular peer coaching and support.

SPECIFIC GROUPS

- Analysis of BPVS and other SENCo assessments are carried out. Children are showing specific SLCN are discussed and action taken to meet their specific needs.
- Children who are higher achievers or potential higher achievers are given differentiated support and challenge to deepen their knowledge and skills and apply them in a deeper and richer context.
- Children with an identified SEND will have an 'Areas of Need and Expected Classroom Provision' document or a Support Plan to ensure appropriate access to the English curriculum that in turn ensures a good rate of progress from their starting point.
- Children are referred to the SENCo by class teachers to explore barriers to learning (see SEND policy)