



Subject Handbook

Spoken Language

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Vision for Spoken Language

The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process.

Critically, oracy underpins the development of reading and writing, and is key to progress in all subjects.

We strive to develop oracy skills through the curriculum, extra-curricular activities and the whole ethos of the school.

Spoken Language Principles

1. Creating a 'Talk Rich' environment.
2. Switching to student led teaching.
3. Promoting autonomy.
4. Encouraging enquiry.
5. Using the power of pictures to promote discussion.
6. Get your class to act up.



Impact

Through the explicit teaching of Speaking skills, teachers and the children assess their learning continuously throughout the lesson. Children are given a range of opportunities to develop these skills, in a safe and stimulating environment. The wide range of speaking and listening activities help to develop ideas, vocabulary and confidence, as, the more we talk, the more we notice different words that other people use. Three times each year, in autumn, spring and summer, attainment is assessed using the key objectives from the Birmingham Language and Literacy toolkit. This enable teachers to make informed judgements about the depth of children's learning and the progress children have made over time.

Intent

At Guardian Angels, there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy throughout primary education provides our students with vital life skills. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations.



Implementation

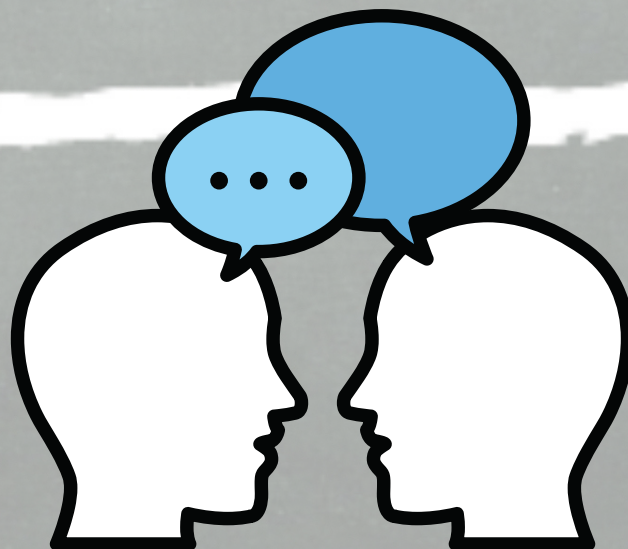
The teaching and implementation of the Spoken Language curriculum at Guardian Angels is based on the Early Learning Goals and National Curriculum, ensuring a well-structured approach.

Staff at Guardian Angels model the use of higher level vocabulary within their speech and expanding children's vocabulary is a key focus in all years. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including new vocabulary in their work. This model is reflected in both shared and guided reading sessions, where children are given the chance to explore unfamiliar vocabulary and expand their knowledge of words. We are keen to model the correct grammar in speech, for example using 'we were' instead of 'we was' and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly.

Progression in Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Concept		Milestone 1 (KS1)	Milestone 2 (LKS2)	Milestone 3 (UKS2)
Listen carefully and understand	This concept involves understanding how to engage with what others are saying.	<ul style="list-style-type: none"> Sift information and focus on the important points. Seek clarification when a message is not clear. Understand instructions with more than one point. 	<ul style="list-style-type: none"> Engage in discussions, making relevant points. Ask for specific additional information to clarify. Understand the meaning of some phrases beyond the literal interpretation. 	<ul style="list-style-type: none"> Understand how to answer questions that require more than a yes/no or single sentence response. Recognise and explain some idioms. Understand irony (when it is obvious).
Develop a wide and interesting vocabulary	This concept involves building a rich, sophisticated vocabulary with which to express oneself.	<ul style="list-style-type: none"> Use subject specific vocabulary to explain and describe. Suggest words or phrases appropriate to the topic being discussed. Identify homophones. 	<ul style="list-style-type: none"> Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<ul style="list-style-type: none"> Use adventurous and sophisticated vocabulary. Explain the meaning of words, offering alternatives. Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.
Speak with clarity	This concept involves understanding that an audience needs to understand what is being said.	<ul style="list-style-type: none"> Speak in a way that is clear and easy to understand. Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. Identify syllables within words. 	<ul style="list-style-type: none"> Use verbs with irregular endings. Use a mixture of sentence lengths to add interest to discussions and explanations. Use intonation to emphasise grammar and punctuation when reading aloud. 	<ul style="list-style-type: none"> Vary the length and structure of sentences. Ask questions and make suggestions to take an active part in discussions. Comment on the grammatical structure of a range of spoken and written accounts.
Tell stories with structure	This concept involves understanding how to keep an audience engaged through structured speech.	<ul style="list-style-type: none"> Ensure stories have a setting, plot and a sequence of events. Recount experiences with interesting detail. Predict events in a story. 	<ul style="list-style-type: none"> Give just enough detail to keep the audience engaged. Bring stories to life with expression and intonation. Read the audience to know when to add detail and when to leave it out. 	<ul style="list-style-type: none"> Narrate detailed and exciting stories. Use the conventions and structure appropriate to the type of story being told. Interweave action, character descriptions, settings and dialogue.
Hold conversations and debates	This concept involves understanding how to engage with others.	<ul style="list-style-type: none"> Take turns to talk, listening carefully to the contributions of others. Vary language between formal and informal according to the situation. Add humour to a discussion or debate where appropriate. 	<ul style="list-style-type: none"> Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view. Respectfully challenge opinions or points, offering an alternative. 	<ul style="list-style-type: none"> Negotiate and compromise by offering alternatives. Debate, using relevant details to support points. Offer alternative explanations when others don't understand.



Inclusion



To enable children, who are identified as needing additional support with Spoken Language, a variety of Wave 2 high quality and consistent interventions are put in place following baseline assessments at the beginning of each academic year.

Wave 2 - Targeted Provision

Same day Catch up

Project X Code

Comprehension Express

Small group support in lessons

Little Wandle Phonics Catch up

Wellcomm

Precision Teaching

Cued Spelling

English on Track

Makaton

See and Learn

Toe by Toe

Word Wasp

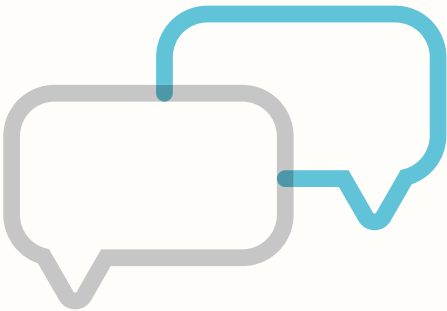
Colourful Semantics

Communication books

Lego Therapy

Socially Speaking

Scanning pens



Assessment

Ongoing assessments enable teachers to pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. Whilst baseline assessments at the beginning of each academic year, allow children to identify those children who require additional support.

Pupils receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.