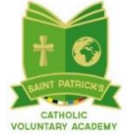


St Patrick's Catholic Voluntary Academy Intent, Implementation and Impact Statement – Spoken Language



Intent:

Spoken language skills are fundamental to the teaching of English and permeate the whole curriculum-cognitively, socially and linguistically. We believe spoken language to be fundamental to the achievement of our children. Our aim is to enable the children to improve their levels of oracy so that all pupils are able to communicate effectively and confidently in front of any type of audience. These skills are encouraged in every area of our curriculum, as good communication skills can enhance every type of learning. The children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments, as well as talk in full sentences with a clear and confident voice.

A large percentage of our pupils start early school life without the oracy skills relevant for their age. As a staff, we therefore strive to develop spoken language skills throughout the curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school. Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. We foster good communication amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst our pupils.

Our oracy curriculum will enable children to:

- speak with confidence, clarity and fluency;
- recognise the value of listening;
- be confident in the value of their own opinions and be able to express them to others;
- adapt their use of language for a range of different purposes and audiences, including using Standard English;
- sustain a logical argument and respond to others appropriately;
- concentrate, interpret and respond appropriately to a wide range of listening experiences;
- be open-minded, to value the contribution of others and to take account of their views;
- appreciate that there is diversity in languages, dialects and accents and value the experience and contributions of any people in our community who have different linguistic backgrounds;

- share their learning in an engaging, informative way through formal presentations.

Implementation:

Correct spoken language is fundamental to learning. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. We aim to develop and encourage fluent speakers, who can confidently articulate their ideas in a wide range of situations.

Pupils should have a range of planned and more spontaneous oracy experiences, which include:

- drama;
- paired/collaborative work using Kagan structures;
- listening to and re-telling stories;
- whole class and small group reading;
- listening and speaking to visiting speakers;
- giving and receiving instructions;
- problem solving in maths and other areas of the curriculum;
- presenting their learning to others, e.g. when they are invited to the Golden Table or when visitors come to their classroom;
- justifying ideas with reason;
- developing vocabulary and build knowledge;
- negotiating, evaluating and building on the ideas of others;
- selecting the appropriate register for effective communication with others;
- giving well-structured descriptions and explanations;
- speculating, hypothesising and exploring ideas;
- organising their ideas prior to writing;
- organising presentations for parents to showcase their learning (autumn term);
- creating and performing class assemblies (summer term);
- school council and other pupil voice activities;
- reading in church;
- leading liturgical prayers;

- participating in special events such as Harvest assemblies, poetry slams, Nativities, reflections in R.E., and Easter liturgies.

Drama offers opportunities for participation and entertainment as well as learning and development. Pupils are enabled to enjoy drama as a subject in its own right, and as a learning medium across the curriculum where they can explore a variety of roles, topics, feelings, situations and facts. We aim to create a range of purposeful drama opportunities, woven into a range of subject areas that have 4 main aims:

1. embed subject knowledge within the drama;
2. support the children's emotional development;
3. extend oracy skills;
4. prepare children for the KS3 curriculum.

Teachers have access to a range of drama strategies and annually there are opportunities for all children to participate in whole school productions (including class assemblies, Nativities and the Y6 leavers' play).

To achieve these intentions, teachers will:

- use Standard English at all times;
- address non-standard language errors when they encounter them;
- develop the children's vocabulary by modelling and encouraging the use of synonyms rather than simply accepting first ideas;
- draw upon texts read in class as a way to explore and collect effective language use and vocabulary extension;
- provide opportunities for children to rehearse their ideas orally and present them to different audiences.

Inclusion:

We are an inclusive school. Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs. Targets are usually set by the class teacher, following the advice of our SENDCo, which are then worked on individually or in small groups. Some of our children have input from a speech and language therapist, and we welcome the expertise they bring to our school. Our experienced TAs work with individuals or groups of children specifically in the areas of speaking, listening and collaboration. In EYFS, we use the Language Enrichment Activity Programme (LEAP) to build the speaking skills, understanding and vocabulary of children who have been identified as needing more language development, including speaking in key word sentences. Some children require further support and development, and complete the Vocabulary Improvement Programme (VIP) or the Narrative Improvement Programme (NIP).

We recognise that some children will experience emotional dysregulation and will need extra support to articulate their needs. Some children are assigned an emotionally-available adult to whom they can speak as part of our Trauma-Informed approach to teaching and learning. Learning mentors also work 1:1 and/ or with small groups of children identified as requiring additional support. This includes teaching self-regulation strategies, sharing social stories, Lego Therapy and spending quality time communicating together. Where beneficial, they also work alongside children in class to support their interactions with their peers.

We utilise and value outside agencies, both independent and locality-funded, to support our children and staff, including the buy in of a Speech and Language Therapist.

Impact:

Each year group has carefully sequenced oracy objectives which build on the preceding year's study to ensure progression in this area as children move through the school. The English Lead, Curriculum Lead and Head teacher will be responsible for monitoring the impact of spoken language across the school, through pupil voice, staff voice, learning walks, book looks, lesson observations and any other relevant monitoring activities. The SENDCo will also monitor the progress of children identified as having extra communication needs.

Oracy skills will be assessed using the Progression of Spoken Language document. Through the teaching of oracy, children will be able to:

- Explore ideas through talk.
- Speak fluently, with confidence and clarity in front of an audience including talking in full sentences.
- Deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their idea.
- Recognise the value of listening to what others say.
- Use conjunctions to organise and sequence their ideas.
- Adapt how they speak in different situations according to the audience, including using Standard English.
- Value their own opinions and be able to express them to others
- Begin to reflect on their oracy skills and identify areas of strength and areas to improve.
- Ask questions to find out more about a subject.
- Respond appropriately to what others say, challenge each other's opinions and develop their own reasoned arguments.

- Be open-minded, value the contribution of others and take account of their views.
- Appreciate the diversity of languages, dialects and accents in the school.
- Consider the impact of their words on others when giving feedback.
- Share their learning in an engaging, informative way through formal presentations.

Reviewed November 2023