

## **Hornsea Burton and Skipsea Schools Spoken Language Policy**

### **Introduction**

This policy document was written after consultation with the teaching staff from both schools. It is a working document, which reflects the ethos and practice within the schools in relation to spoken language. It has been written with due regard to the requirements of the 2014 National Curriculum and it will be monitored and evaluated according to changes within this document as and when they arise.

### **Fundamental Principles**

The whole ethos of both schools is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability race or gender. We believe that spoken language skills are fundamental to a child's language development, learning in school and social development and as such it is vital for teachers to directly teach the skills involved as well as incorporate them in all the other subjects in the curriculum. Most social relationships involve talking and therefore effective oral communication is a key skill for life; we aim to ensure that children can express themselves clearly and confidently, and that they are able to listen attentively to others. Non-verbal communication is integral to talk, and through drama and direct teaching, we aim for children to develop an understanding of effective communication, both verbal and non-verbal. In this way children are given the tools to be able to make positive contributions to their learning and reach their full potential in adult life.

### **Practice**

We aim to incorporate spoken language skills into all areas of the curriculum, while ensuring that the key skills relating to the subject are specifically taught.

**Foundation Stage:-** Children should be given opportunities to communicate their thoughts, ideas and feelings and to develop spoken language through conversations with other children and with adults, both one-to-one and in small groups. They use language to imagine and recreate roles and experiences.

**In Key Stages 1 and 2:-** Children should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of

contexts and to a range of audiences. They are therefore given opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Children should understand how to take turns and when and how to participate constructively in conversations and debates.

### **Approaches to Spoken Language**

Teaching strategies to promote learning include:

- Teacher modelling of dialogue (turn taking, offering opinions and inviting responses).
- Modelling listening (respecting, even if disagreeing with others viewpoints).
- Modelling values (encourage participation by all, praise sensitivity).
- Modelling participation.
- Agreeing the rules of what makes a good speaker or listening.
- Providing a wide range of contexts for speaking and listening.
- Providing clearly structured tasks which require pupils to participate in talk.
- Sharing roles with the pupils.
- Showing children how to organise and structure their speech and to use vocabulary and syntax to communicate more complex meanings.

It is important that spoken language activities are planned into units of work across the curriculum.

### **Special Educational Needs**

Clearly not all children are equally confident when it comes to spoken language and some may be more proficient at one rather than the other. It is the teacher's responsibility to ensure that the children have a safe environment in which they feel confident to express their thoughts and opinions. Where a teacher feels a child is not meeting their full potential due to spoken language difficulties then it is expected they will co-ordinate with the SENCO where interventions such as a Social Language Group, or the intervention of the Speech Therapist may be necessary.