



English – Spoken Language

Intent, Implementation and Impact

Our School Aims / 'Intent'

Here at St. Elizabeth's, we recognise how spoken language underpins, and is critical to, the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for broadening their vocabulary and comprehension of texts, from simple rhymes to complex novels. We have therefore devised the following intent statements specific to spoken language:

We aim for the children to:

- Speak audibly and fluently in Standard English, selecting and using the appropriate register for effective communication
- Have confidence and competence in spoken language and listening skills, listening and responding appropriately to adults and peers.
- Have the capacity to explain their understanding of books, asking relevant questions to extend their understanding.
- Articulate and justify answers, arguments and opinions
- Have the competence to prepare their ideas before they write, using discussion to probe and remedy misconceptions
- Have the support they need to make their thinking clear, to others and themselves.
- Understand and use the conventions for verbal discussion and debate.
- Have the opportunity to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.
- Be able to adopt, create and sustain a range of roles, responding appropriately to others in role.
- Have the opportunities to improvise, devise and script drama for one another and a range of audiences.
- Have the opportunity to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Implementation

Spoken language skills are taught at a level appropriate to the age of the pupil. Through diagonal and in-year revisits, the oral language skills that have been taught in preceding years are built upon, practised and developed through repetition and spaced learning.

Across the school, teachers actively interweave spoken language opportunities into the curriculum effectively in a way that will engage the children and stimulate interest. Through our dialogic Talk for Writing approach, this is a core strand of our English curriculum, as children rehearse and orally perform stories, rhymes and poems (model texts) as a precursor to further literary analysis and independent writing. This is equally reflected in our KS2 Talk for Reading approach, which is built upon the foundations of 'book-talk'; the ability to talk about books, developing the confidence to offer ideas and discuss them in light of other contributions.

Pupils are 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. At St. Elizabeth's, we provide pupils with opportunities to work in groups of different sizes – pairs, small groups, larger groups, whole class, key stages, whole school and whole school community.

Constructive, formative feedback is provided to pupils regarding their spoken language and listening skills, and formative fluency assessments are undertaken throughout the school to highlight those not making the expected progress. Those not making expected progress are quickly identified and supported through tailored interventions, such as RWI continuation programmes in KS2 and reading fluency sessions built upon the principles of the Herts for Learning fluency project.

We want the pupils at St. Elizabeth's to develop a wide vocabulary and be confident speakers. We encourage them to talk amongst their peers and to adults in school and to demonstrate excellent listening skills.

Opportunities for children to develop their competence in spoken language:

- Class discussions in all subject areas
- Exploratory play
- Role plays in different subject areas
- Curriculum based class debates
- Talking Partners
- Presenting work to the class
- Reading out loud to peers and adults (1:1 weekly minimum)
- Circle time
- Outdoor Learning
- Whole Class Liturgical Prayers for parents (Termly)
- Child-Led Liturgical Prayers (Termly)
- Christmas Carol services
- Christmas Nativity Productions for families (EYFS & KS1)
- Easter Production for families (LKS2)
- End of year school productions (UKS2)
- Theatre visits
- In-School production companies
- The Celebration of Mass
- Annual Liturgical Prayer events (such as Harvest)
- Group and 1:1 intervention (such as NELI)
- Visitors in school (Barclays, Severn Trent etc.)
- LAMDA (part of our extra-curricular offer)

The National Curriculum and the EYFS 2021 Statutory Framework reflect the importance of Spoken Language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The EYFS 2021 Statutory Framework sets out Communication and Language ELGs for:

- Listening, Attention and Understanding
- Speaking

By the end of EYFS, children at the expected level of development for **listening, attention and understanding** will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

By the end of EYFS, children at the expected level of development for **speaking** will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Throughout their time at St. Elizabeth's, children are taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use Spoken Language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Starting in the 2023/24 academic year, the school also engaged in the Paul Hamlin Foundation 'Speak Out' Oracy project. Miss Holmes (Y6 teacher and literacy lead) and Miss Hickling (Y4 teacher and SENDCo) enrolled onto this 2-year project, which aims to develop oracy through drama, focusing upon EAL and disadvantaged students, in partnership with Derby Theatre. The strategies of this are to be implemented school-wide, in stages, in the 2024-25 academic year.

Impact

In a safe and encouraging environment, children will develop into confident communicators who illuminate the goodness in each other by listening, speaking with kindness and empathy and explaining with clarity and confidence. Children recognise that speaking and listening can lie at the heart of conveying character, and that through speaking and listening effectively, misunderstandings can be addressed, and relationships enhanced.

As learning is a change to long-term memory, it is however impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, meaningful, related to our intentions and likely to produce results in the long-term.

Indicators of these are as follows:

1. **Teacher judgement**, based upon everyday lessons across the curriculum and whole class feedback, allows us to assess the effectiveness of our teaching and learning based on current pupil progress.
2. From Year 3 onwards, **Accelerated Reader** provides us with an **ORF (oral reading fluency)** score for each child, half-termly, allowing us to moderate our assessed judgements and monitor pupil progress in reading fluency.
3. **Lesson observations and learning walks** are used to support teachers with pedagogical expectations and ensure they are confident in helping children to progress in speaking, listening and understanding. Further support can then be put in place for any teachers who need support in these areas. This is done in consultation with both the reading lead and SLT, in a positive and encouraging manner.
4. **Pupil voice surveys** are used to gauge children's interest and enthusiasm with spoken language and the effect of any new initiatives put into place.

Our monitoring cycle over the year will assess the impact of these initiatives via:

- Questionnaires or interviews of teachers, pupils and parents
- Analysis of assessment data
- Continued learning observations and learning walks (analysing children's spoken language and oracy in wider curriculum subjects)
- Listening to children from a range of year groups read and decode, listening for fluency. This will also take place with the lowest 20% of readers from each year group.