

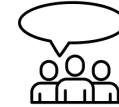
Subject on a page:

English: Spoken Language

At Hurst Green Primary School, we develop pupils' **spoken language** using the principles outlined in the DfE's National Curriculum (2014). We believe this is a fundamental part of the English curriculum which also plays a key role in every other curriculum subject.



Intent—we aim to...



Develop pupils' spoken language to benefit them in all areas of the curriculum: cognitively, socially and linguistically

Express their opinions and articulate feelings confidently and articulately, using appropriate vocabulary

Listen to and respond appropriately in a range of situations, developing their understanding of language beyond the literal

Participate with different groups of children to present ideas with confidence, valuing the views of others

Speak audibly and confidently before a range of audiences, developing understanding of character

Implementation—How do we achieve our aims?

Spoken language plays a vital role as part of the English curriculum and the curriculum as a whole. The development of reading and writing is underpinned by spoken language, highlighting its importance across the curriculum. 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. Listening skills must also be developed alongside giving appropriate responses to what they hear.

Listen

Listening carefully & understanding is a key part of the spoken language curriculum. In EYFS, pupils are supported to develop attentive listening, follow instructions and express simple views. This further develops in Ks1 to understanding / following 2 to 3 part instructions and listening to others so that they are able to summarise what the main points are. In KS2, pupils develop their listening skills further so that they can decipher what information is the most important within what they hear. By upper KS2, pupils will be able to make contributions which are relevant and may add challenge to ideas. This will take place in all parts of the wider curriculum, not just English lessons.



Vocabulary

Vocabulary is vital driving force behind Hurst Green's whole curriculum. In EYFS, we encourage pupils to use recently introduced vocabulary in discussions. This develops in KS1 to using recently introduced Tier 2 and 3 vocabulary appropriately in their sentences and select specific words to aid clarity. By KS2, adventurous vocabulary is used confidently across different contexts, becoming increasingly aware that words can have more than one meaning. Verbs and adverbs are used more extensively, with pupils understanding the impact of this, e.g. pupils can adapt words and phrases for the purpose of an argument.



Question

During their time at Hurst Green. Pupils will become experienced and confident in asking a range of questions. This begins simply in EYFS: pupils will be able to make comments & ask questions to clarify understanding. Within KS1, pupils will be encouraged to show interest and ask questions to find out specific information, e.g. 'How do we know...' By the time they are in KS2, pupils will show understanding of closed & open questions and pose increasingly thoughtful questions, asking for extra information when needed.



Justify

Justifying relates to providing answers, arguments and opinions. This begins in EYFS with an understanding of rules: what is right and wrong. In KS1, pupils begin to use spoken language to persuade and express opinions, explaining why they think this. This develops in KS2 to articulating their opinions and justifying their thoughts on a character, event or situation, across the curriculum, starting simply in Year 3, building up to justifying more complex opinions with some elaboration, taking into account others' opinions by the time they reach Year 6.



Implementation (continued)

Implementation ctnd

Describe & Express

This element of the Spoken language curriculum refers to describing events and expressing feelings.

In EYFS, pupils develop an understanding of their own feelings and the feelings of others, expressing ideas of these through the book *The Colour Monster*, and the Jigsaw PSHE programme. In KS1, pupils can tell stories and describe events with increasing clarity, making connections between ideas. By the time pupils reach KS2, they are able to express personal feelings in a structured way, with key ideas highlighted, e.g. describing a scientific investigation in the correct sequence. In Year 6, pupils adapt the structure of talk in ways which support meaning and show attention to the listener, e.g. clear summaries of an event.



Evaluate

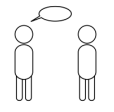
Evaluating others' viewpoints starts in EYFS with commenting and discussing others' points of view. In KS1,

pupils begin to understand that others' viewpoints may differ. They will be able to say if they agree or disagree and why. Through KS2, pupils learn how to respond more sophisticatedly, expanding on comments and building on contributions of their peers, formulating their own questions to deepen understanding.



Discuss

This area plays a huge part in EYFS. Pupils work and play cooperatively through the day and develop their conversation skills. In KS1, they



learn the importance of sustaining the attention of the listener and use language effectively to ask, negotiate and express opinions & feelings. Within KS2, pupils develop the skills of meeting the needs of the listener, adapting language choices as well as non-verbal gestures.

Talk

Talk in this instance refers to talking to embed understanding. In EYFS, pupils will retell stories to demonstrate their understanding & offer explanations as to why things happen. In KS1, pupils will engage in imaginative play and use words, phrases and sentences appropriately. This will develop in KS2 in terms of predicting and speculating on possible outcomes based on the information provided and build up to hypothesising and inferring in narrative & real life situations.



Speak

Speaking audibly & fluently and public speaking are both important parts of the Spoken language curriculum. In EYFS, pupils will start to use well-formed sentences, joined with conjunctions. They will perform songs, rhymes & poems with others. In KS1, speech becomes more sophisticated and pupils start to speak in character, expressing simple emotions. Once pupils reach KS2, they can use more complex grammatical structures increasingly fluently. They can sustain longer roles, adding greater detail to characters and adapting to different scenarios.



SEND

Pupils on the SEND register should have the equivalent opportunities to develop their spoken language. Pupils with SALT needs will have dedicated sessions within school & outside agencies. Within the classroom, instructions may be broken down into chunks to aid understanding. Pupils may receive pre tutoring on new vocabulary to put the words into context. Teachers will scaffold and support all needs to ensure SEND pupils make progress.

Impact: How will we know we achieved our aims?



Pupils have the confidence to contribute to class discussions on a variety of subjects

Pupils use appropriate, concise vocabulary to communicate their feelings

Pupils are good listeners: they use non-verbal cues to demonstrate attention and respond to what they have heard

Pupils can confidently express their viewpoints in class and in a larger audience, on their own or in groups

Pupils have performed on stage or in the classroom, thinking about characterisation and the needs of the audience