# Kingshurst Primary School

# Spoken Language Policy 2025-26

| | | | |
|---|---|---|---|
| **Approved by:** | A Dawes | **Date:** | September 2025 |
| **Governor approval:** | | **Date:** | |
| **Last reviewed on:** | September 2025 | | |
| **Next review due by:** | September 2026 | | |

# Spoken Language Policy

**Intent**
At Kingshurst Primary School, we aim to inspire our children to become confident and articulate speakers, active listeners, and thoughtful communicators. We believe spoken language is fundamental to children's achievement across the curriculum and to their wider personal development. Given that many of our pupils enter school with limited language acquisition, we place a strong emphasis on oracy from the very beginning of their learning journey.

We are committed to providing a language-rich environment where talk is valued, modelled, and purposefully planned for. Oracy is embedded not only within our taught curriculum, but also across our wider school culture—from classroom discussions to playtimes, school events and community engagement. Strong relationships and effective communication between all members of our school community are vital to this ethos.

Our aims for spoken language are to enable children to:

- Speak with confidence, clarity, and fluency in a variety of contexts.
- Recognise the value of active listening and respond appropriately.
- Express their thoughts, feelings, and opinions with self-assurance.
- Adapt language for different purposes and audiences, including the use of Standard English where appropriate.
- Develop logical reasoning, discussion skills, and the ability to respond constructively to others.
- Reflect on and respond to a range of listening experiences.
- Show empathy and openness by valuing the opinions and backgrounds of others.
- Appreciate and celebrate the diversity of language, dialects, and accents represented in our community.
- Build empathy and self-expression through drama and role play.

## Implementation

**Classroom Practice**
From EYFS to Year 6, speaking and listening skills are explicitly planned and taught across all subject areas. Teachers use a range of strategies to develop oracy, including:

- Talk partners and group discussion to support exploratory talk.
- Circle time and class debate to promote confidence and respectful listening.
- Drama and role play to develop empathy, creativity, and confidence.
- Guided reading and storytelling to model tone, fluency, and expression.
- Problem-solving and reasoning in maths to support precise use of language.
- Presentation of learning in both informal and formal contexts.
- Oral rehearsal and vocabulary building as preparation for writing.
- Knowledge organisers and vocabulary displays to embed subject-specific language.

Teachers actively model effective communication, correcting and extending pupils' speech appropriately to enhance vocabulary and structure. High expectations for spoken language are consistent throughout the day.

**Wider Opportunities for Oracy**
Opportunities for developing spoken language extend beyond the classroom and include:

- Participation in assemblies, school council, and pupil voice activities.
- Engagement in topic days, educational visits, and school productions.
- Opportunities to present learning, lead parts of events, and represent the school at community functions.
- Involvement in local enrichment events to practise speaking with unfamiliar audiences.

**Teaching and Learning in EYFS**
In the Early Years Foundation Stage, spoken language is prioritised as a core area of development. Many children enter school below age-related expectations for communication and language. Staff create a rich environment where conversation, questioning, and vocabulary are woven into all aspects of learning.

Pupils are encouraged and expected to speak in full sentences and engage in structured talk during all interactions. Those significantly below expected levels may access BLAST or Language Link, targeted intervention programmes led by trained teaching assistants, aimed at rapidly accelerating communication skills for 4–7-year-olds.

**Learning Environment**
Our classrooms and shared spaces promote vocabulary development through clear visual prompts, age-appropriate displays, word banks, and working walls. Subject-specific vocabulary is highlighted and revisited regularly to reinforce understanding and encourage correct usage.

**Parental Involvement**
We value strong partnerships with parents and carers in supporting the development of spoken language. Communication about children's progress in this area is shared at parent consultations or when specific needs arise. Where appropriate, parents are informed and involved when pupils are accessing interventions such as BLAST or Language Link, with advice on how to support development at home.

**Assessment**
In EYFS, communication and language development is assessed through continuous observation and recorded in the Early Years Profile. This data is submitted to the Local Authority at the end of Reception.

In KS1 and KS2, spoken language is assessed formatively throughout the year during class discussions, presentations, collaborative tasks and other oral activities. Teachers make regular observations and adjust teaching to ensure progress in oracy.

**Inclusion**
All children are encouraged to fully participate in spoken language activities, with adaptations made to suit individual needs. Targets for children with SEND may focus specifically on speaking and listening and be delivered through one-to-one or small group support.

We recognise the strengths that pupils with English as an Additional Language (EAL) bring to our school community. Their linguistic backgrounds are respected and celebrated. Visual prompts, dual-language signage, and targeted support are used to help these children access the curriculum and develop their English communication skills confidently.

Experienced teaching assistants and learning mentors support children with additional language needs, modelling and encouraging effective communication and interaction.

**Roles and Responsibilities**
The monitoring of spoken language across the school is the responsibility of the English Lead, English Team, SLT, Headteacher, and Link Governor. This is achieved through:

- Lesson observations and learning walks
- Book and planning scrutiny
- Drop-in observations
- Analysis of assessment data
- Review of intervention effectiveness
- Pupil Voice

Monitoring ensures that high standards of oracy are consistently maintained across the school and that provision for all groups of learners is effective.

**Impact**
As a result of our strong emphasis on oracy, pupils at Kingshurst Primary School will:

- Become fluent, articulate speakers who are confident in a range of contexts.
- Make sustained progress in their speaking and listening from their individual starting points.
- Be prepared for the demands of reading, writing, and wider curriculum subjects through well-developed language skills.
- Contribute positively to discussions, express themselves clearly, and listen respectfully to others.
- Be equipped with the communication skills essential for lifelong learning and success.

While the development of spoken language supports outcomes in statutory assessments, its true impact lies in nurturing confident communicators who are able to share their ideas, feelings, and experiences with the world.

**Disability Equality Impact Assessment**
This policy has been written with reference to, and in consideration of, the school's Disability Equality Scheme. Monitoring and assessment will include input from disabled pupils, parents, and staff, as well as analysis of school-held data. We are committed to making spoken language provision inclusive and accessible for all members of the school community.

# Spoken language – years 1 to 6

## Statutory requirements

Pupils should be 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.

## Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils 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 should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

### Notes and guidance (non-statutory)

Attention should also be paid 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 to enhancing their knowledge about language as a whole.

Pupils should 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.