

# Holy Trinity Church of England Primary School

*To be the best we can be: for God, for others and for ourselves*



English Policy A: Spoken English, including the development of vocabulary

Policy to be reviewed as necessary within 3 years

Subject leader: Mrs J Morrell

**Agreed by Governors**  
Spring 2021

**Due for Review**  
Spring 2024

## Vision

**At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.**

### **Christian Values**

**Love**

**Hope**

**Forgiveness**

**Trust**

**Peace**

**Reverence**

**Justice**

## Organisation of Teaching

The Spoken English curriculum is carefully and coherently sequenced to enable our children to develop a growing knowledge of the themes outlined above. Pupils' knowledge builds towards clearly defined end points so teachers and leaders know what we expect our pupils to achieve by the end of each topic, each year and each key stage. The teaching of Spoken English includes:

- Opportunities for drama, role play, debate and discussion in order to explore ideas and explain their understanding clearly, as well as participate in debate and make formal presentations.

In Reception class Spoken Language comes under the Communication and Language in the Early Years Foundation Stage curriculum area of learning. Further details of how the Early Years curriculum is organised can be found in our Early Years policy.

In Year 1 to 6, Spoken Language is taught throughout the whole school curriculum. Vocabulary development is planned across all subjects and this is recorded on the subject knowledge organisers.

Our pupils will acquire a wide vocabulary in order for them to have the literacy skills and tools needed in order to communicate appropriately through spoken and written English, and to be prepared for the next steps in their learning.

To support the high quality knowledge rich teaching lessons, the school has purchased the School Improvement Liverpool English plans to ensure coverage and progression in all areas of English across the school. All teaching materials are adapted to meet the requirements of our Christian vision and curriculum intent.

### **Medium and Short Term Planning**

Our medium term plans, are from the School Improvement Liverpool English plans and link with the school reading spine. These include the National Curriculum statutory requirements for Spoken English for all year groups. These are kept in the class Spoken Language scrapbooks along with relevant annotated evidence and the objectives are dated and highlighted as they are covered. These plans define what we teach and ensure an appropriate balance and coverage across each year group.

Our short term plans for the teaching of English include the specific Spoken Language objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of differentiated activities, including support, where appropriate. These plans are kept on the school planning drive.

### **The Teaching of Spoken Language (Implementation)**

Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to Spoken English (see LDST Vocabulary pledge, appendix 1):

- explicit focus on teaching new or unfamiliar vocabulary through teacher instruction, explanation and modelling
- dictionaries and thesaurus activities
- Word of the Week
- pupil investigation activities
- quizzes or other games to help embed and extend vocabulary
- frequent opportunities for teachers to read aloud from quality, challenging texts
- high teacher expectations for spoken vocabulary, including the use of Standard English
- providing high quality reading opportunities across the whole curriculum to expose children to a range of vocabulary
- developing a vocabulary rich learning environment.

### **Resources**

Teachers use the following resources to support the teaching of Spoken English:

- Use of high quality literature (see school agreed reading spine)
- LDST Vocabulary Handbook
- Drama ideas from the Primary National Strategy

- Use of quality dictionaries and thesauruses

### **Recording Learning**

In Spoken English, pupils' learning is recorded in the following ways:

- Spoken Language class scrapbook – to record annotated photographs of activities
- video (use of green screen) and audio recordings
- English books
- recording learning in written form in reading journals
- quizzes in foundation subjects books or for other activities which encourage a response to a text

### **Meeting The Needs of All Pupils**

All pupils are entitled to a broad and balanced curriculum that meets their needs. Spoken English is taught in class groups or as a whole class with all pupils included. All our teachers know the pupils in their class and their differing needs very well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, may need extra support to access, understand and remember key concepts. For these pupils, teachers use a range of effective strategies, whilst promoting independent learning as far as possible. These may include:

- adapting and scaffolding pupil activities and resources
- focussed additional support from an adult in class
- speaking scaffolding frames

Some pupils very quickly grasp the main concepts being taught and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- set more complex activities that require thinking at greater depth
- encourage children to read more challenging and a wider variety of texts

### **Homework**

Talk homework tasks may be set by the class teacher when appropriate.

### **High Quality Teaching and Subject Knowledge**

To ensure the highest quality teaching and make sure teachers have the subject knowledge they need to meet the requirements of teaching Spoken English in their class, teachers (and teaching assistants) receive a range of guidance and support, including:

- face to face and online training
- latest research and guidance in the best ways of teaching Reading
- mutual support and discussion with colleagues, including joint planning, team teaching and peer observations

In addition, the subject leader for Spoken English stays up to date with developments in the subject through leadership training, support from other subject leaders locally and within the LDST.

### **Assessment (Evaluating The Impact of Teaching)**

Teachers constantly assess how far their pupils understand the key concepts they are teaching throughout lessons, mainly through questioning and observation. Quizzes and other games are regularly used to assess how far pupils have remembered learning from the lessons before. Teachers then adapt their teaching to ensure misconceptions or gaps in knowledge are addressed. In addition, they may need to introduce opportunities for more challenge or deeper thinking. Class Spoken Language scrapbooks have a list of the year group objectives on which teachers record children working at WTS or GDS for each objective.

#### **End of Term Assessments**

Assessment for Spoken English is ongoing. Teachers plan and assess using our school's Spoken English year group objectives which are included in the short term English plans. These are kept on the staff planning drive and they are highlighted and dated regularly to show coverage. Class Spoken Language scrapbooks also have a list of the year group objectives on which teachers record children working at WTS or GDS for each objective.

#### **End of Year Assessments and Reporting To Parents**

End of term assessments are pulled together at the end of each academic year to evaluate each pupils' overall attainment in Spoken English. A child's attainment in Reading is reported to parents through the end of year reports. For pupils in Y1 to Y6 a child's attainment is reported in the following way.

- wts     working towards end of year expectations
- exs     meeting end of year expectations
- gds     meeting end of year expectations at greater depth.

In Reception class, Spoken Language comes under the Communication and Language in the Early Years Foundation Stage curriculum area of learning. Each child in Reception is assessed as emerging, expected or exceeding the early learning goals in that area.

An INSET day is allocated towards the beginning of July where class teachers 'handover' their class to the next teacher. They discuss pupil achievement across the curriculum and ways future teaching should be adapted to meet the differing needs of the class.

### **Monitoring and Evaluation**

The subject leader for Spoken English monitors teaching and learning regularly in accordance with the school's monitoring timetable. At set times during the year the subject leader evaluates the quality of teaching in Reading through:

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.
- book looks. The subject leader looks at a range of books or other evidence across the school and across subjects, sometimes with senior leaders or an adviser / officer from the LDST or a governor.
- scrutiny of planning, particularly to evaluate coverage and progression within the curriculum as well as the extent to which planning is catering for the range of needs of pupils
- pupil conferencing
- surveys for pupils and/ or staff
- more formal lesson observations (with a member of the senior leadership team).

Subject leaders have regular support meetings with the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Resulting actions may emerge with additional leadership support, resources or policy changes implemented. Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership.

Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors. At the end of each year the action plan for Spoken English is fully evaluated and published. In addition, the subject leader evaluates how far Spoken English is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership team and governors.

### **Role of Governors (from September 2020)**

Every aspect within the school improvement plan has an allocated pair or small group of governors. This pair of governors evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes. They meet with subject leaders on a termly basis and review aspects of the subject, including seeing lessons in

practice and talking to children. Their findings are reported to the Local Governing Board. In this way, leaders are held accountable for the aspects they are responsible for and subject leaders are able to access the appropriate support and resources to achieve their aims.