

English at Battle Primary Academy

Spoken Language

Intent

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At Battle Primary Academy, we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' that is needed in society.

We understand that a large percentage of children entering our school come with spoken English language skills that are below national standards and as such, language skills and vocabulary are important across all that we do.

Implementation

As part of our daily practice, our pupils are encouraged to speak clearly and confidently and articulate their views and opinions. This begins when children enter in EYFS and embark on the RWI programme and it continues throughout the school. Reading fluency and Talk for Writing promote oral rehearsal within English lessons. Children are taught to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Tom Sherrington's 'Say it Again Better' instructional coaching 'walk thru' is used in all year groups, across all lessons to promote high quality verbal responses. Children also develop the skills of participating effectively in group discussions.

Across the curriculum significant emphasis is put on learning opportunities which promote good spoken language skills. These include provision of role play and drama opportunities, regular use of talking partners using 'Think, Pair, Share' instructional coaching strategies. In every new unit children are exposed to new language and vocabulary whether it is expressive, technical or subject specific. Teachers encourage and model the use of class Working Walls and knowledge organisers to support future use. Teachers provide opportunities for children to revisit and use new vocabulary so that it becomes embedded.

Activities in lessons are planned to encourage full and active participation by all children, irrespective of ability. Language opportunities are planned to help those for whom English is an additional language and those with additional needs outlined in the SEN code of practice.

Staff routinely identify children with spoken language difficulties as soon as possible through Language Link assessments. Interventions are put in place for those who need it using Nellie, Flash Academy and Language Link programmes. Children with specific speech and language and auditory problems are identified and specialist help sought, where appropriate.

Impact

Assessment for spoken language in EYFS falls within the remit of the Communication and Language section of the EYFS curriculum and is assessed in its own right. From Key Stage 1 onwards, spoken language is assessed through reading and writing and in other subjects of the wider curriculum.