

Spoken language which begins with talk is central to all learning.

“Through using language and hearing how others use it, children become able to describe the world, make sense of life's experiences and get things done. They learn to use language as a tool for thinking, collectively and alone. However, children will not learn how to make the best use of language as a tool for communicating and thinking without guidance from their teachers. School may provide the only opportunity many children have for acquiring some extremely important speaking, listening and thinking skills.”

Mercer, N., Wegerif, R. and Dawes, L. (1999) 'Children's talk and the development of reasoning in the classroom', *British Educational Research Journal*, 25, 1, 95-111

The Raedwald Trust spoken language curriculum is derived from objectives given in the Primary national curriculum and the Secondary national curriculum. Key skills have been identified and progression mapped through lower key stage 1 through to key stage 4.

The subject is delivered through units which can be applied within other curriculum lessons across the trust.

The purpose of the study of spoken language is to stretch the spoken vocabulary of students, to equip them with the ability to speak articulately in a variety of ways and to understand how to use their voices effectively.

The fundamental areas in our spoken language curriculum are;

Building vocabulary	Methods of using language /content of language	Vocal technique
Use relevant strategies to build their vocabulary. KS1&2NC	<ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions. KS1&2 NC 	<ul style="list-style-type: none"> Speak audibly and fluently with an increasing command of Standard English KS1&2NC
	<ul style="list-style-type: none"> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. KS1&2NC 	<ul style="list-style-type: none"> Select and use appropriate registers for effective communication. KS1&2NC
	<ul style="list-style-type: none"> Use spoken language to develop understanding through speculating, 	<ul style="list-style-type: none"> Improvising, rehearsing and

	<p>hypothesising, imagining and exploring ideas. KS1&2NC</p>	<p>performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact KS3 NC</p>
	<ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates. 	<ul style="list-style-type: none"> speak confidently, audibly and effectively. KS4 NC
	<ul style="list-style-type: none"> Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. KS3 NC 	
	<ul style="list-style-type: none"> Giving short speeches and presentations, expressing their own ideas and keeping to the point. KS3NC 	
	<ul style="list-style-type: none"> Improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. KS3 NC 	
	<ul style="list-style-type: none"> Using Standard English when the context and audience require it. KS4NC 	
	<ul style="list-style-type: none"> Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates. KS4NC 	

Objectives have been selected from the national curriculum for spoken language which are relevant to the development of spoken language skills for students within the Raedwald Trust. The objectives which have been left out of the spoken language policy will be included in the debating/oracy and/or drama policy.

The objectives from these fundamental areas have been split into units that fit best to ensure coverage from KS1 through to KS4. The spoken language skills can be taught within any subject and should form part of the planning within that subject. This is as part of a full-time educational offer. All teaching will be adapted to support pupils' individual needs according to their starting point and teachers will use their assessment to identify if earlier objectives need to be achieved.

Overview of units of study across the key stages

Vocabulary	Content/style of language	Vocal technique: volume, pitch, pace, pause, fluidity
KS1	Thinking pairs: discussing and exploring ideas. Answering questions; explaining your answer. Asking questions. Explaining ideas to others. Presenting Pair discussion. Group discussion. Role play – exploring formal and informal language in different scenarios; shopping, doctors, restaurant, etc	
KS2	Thinking pairs: discussing and exploring ideas. Answering questions; explaining your answer. Asking questions. Explaining ideas to others. Presenting Pair discussion. Group discussion. Give well structured descriptions, explanations and narratives. Performing poetry and plays	
KS3	Group discussion Presenting Speeches Debate	
KS4	Mock interviews Formal spoken presentations Formal debates	

Teachers will assess learning objectives taught through the use of knows and dos for each unit of work. These will then support identification of pupil need and success. Pupil outcomes will be recorded through pupils' self-assessment, peer assessment and teacher assessment from each session and used to inform future planning. Gaps in learning and misconceptions will be addressed rapidly.

The focus of the spoken language curriculum is to enable pupils learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Taking varied roles in groups gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used.

There is compelling evidence that a foundation in spoken language competence is important for the successful development in reading and academic achievement.

Developing spoken language skills increases social awareness and the ability to manage differences with others. This will feed into their awareness and understanding of British values. Developing an ability to speak articulately and with confidence will enable our students to access the world of work more easily, students will build experience in how to use appropriate language in a range of formal and social settings; from a restaurant to a job interview. This will enhance their cultural capital and ability to access a range of experiences with confidence. This is particularly relevant to students in an AP setting who may not have access to a wide range of language and vocabulary due to previous education and potential disadvantage in wider life.