

# XII Apostles RCPS

## Spoken Language Policy



**Mrs Marsden**  
**September 2024**

Date Approved by the Governing body;

(Chair): \_\_\_\_\_

(Headteacher):



**INTRODUCTION**  
**TWELVE APOSTLES MISSION STATEMENT**

Our school's Mission Statement states

'Through Learning and Loving we will follow Jesus'

- To place Christ at the centre of everything we do
- To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
- To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.

Our school's Mission Statement affirms those beliefs, helps us to keep these beliefs as the basis for everything we do, and gives us the purpose for all our work in Twelve Apostles.

Everyone will matter and be treated with love and will be helped to carry out their special role in God's World. In order for every child to fulfil their potential, we ensure they experience a broad, balanced and engaging English curriculum that is accessible to all. Writing is a fundamental form of self-expression and communication and contributes to success in all subject areas; thus, we strive to ensure children develop the necessary substantive and disciplinary knowledge to write effectively to fulfil their human potential in all curriculum areas and in future life chances.

**STATEMENT OF INTENT**

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## **1. Legal Framework**

This policy has due regard to statutory framework including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Reading, Spelling and Handwriting Policies
- Assessment Policy
- Marking and Feedback Policy
- Teaching and Learning Policy
- Homework Policy
- Parent Code of Conduct
- Behavioural Policy

## **2. Roles and responsibilities (including monitoring & evaluation)**

The SLT and Governing body are responsible for approving and monitoring this policy.

Subject Leaders responsibilities include:

- Providing strategic leadership and direction for your subject
- Producing LTP
- Reporting termly to Governors on standards in this subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area
- Monitoring pupil progress in your subject and reporting to SLT.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.

Updating and maintaining this policy.

### **3. Intent**

At XII Apostles, we believe that spoken language underpins the development of reading and writing, and is essential for thinking, learning, understanding and emotional well-being. It is central to every aspect of the curriculum and life beyond school. Our intent is for every child to become a confident, articulate communicator—able to express themselves clearly, listen actively, and engage respectfully in a wide range of spoken language situations. We want pupils to understand that spoken language is a powerful tool for learning, collaboration and influence.

We aim to ensure all children:

- Develop a rich vocabulary and the ability to adapt their language for a range of audiences and purposes.
- Acquire the knowledge and skills to speak fluently, accurately, and with confidence.
- Are able to listen thoughtfully and respond respectfully, building on others' ideas.
- Use talk to reason, persuade, explain, reflect and evaluate.
- Understand that spoken language is a skill that can be developed, practised and refined over time

### **4. Implementation**

#### **National Curriculum**

Spoken Language is taught following the DfE (2013) 'The national curriculum in England', 'English programmes of study' and the statutory framework for EYFS. Spoken Language (Communication and language) is one of the three prime areas that underpins the EYFS framework.

Spoken language is both taught explicitly and embedded throughout the curriculum. It is carefully sequenced and planned, ensuring progression in pupils' substantive knowledge (such as vocabulary and rhetorical devices) and disciplinary knowledge (how to use talk effectively in different contexts).

Our spoken language curriculum is structured around four key dimensions of oracy:

1. Physical Oracy – Pupils are taught to speak clearly and audibly, with appropriate tone, pace, and intonation. They learn how non-verbal communication—such as eye contact, facial expressions, and body language—supports effective speaking.
2. Linguistic Oracy – We explicitly teach vocabulary, grammar, and register. Pupils explore how to choose words for precision and impact, and how to use rhetorical techniques such as metaphor, humour and irony to enhance meaning.
3. Cognitive Oracy – Pupils learn how to structure their ideas, justify opinions, and summarise points effectively. They practise using talk to reason, reflect,

question and build on others' contributions. Talk is used as a tool for thinking and deepening understanding.

4. Social & Emotional Oracy – Pupils are taught the skills needed for group discussion, turn-taking, listening attentively, and managing disagreement. They learn how to speak with confidence, respond to the needs of different audiences, and contribute sensitively and constructively.

Opportunities for high-quality talk are carefully planned across subjects—from partner talk in maths and science, to historical debates, philosophical enquiry, and drama activities in RE and PSHE. This helps embed spoken language as a fundamental, transferable skill.

Poetry plays a vital role in our spoken language curriculum. It is taught in every year group at least once per term, offering pupils regular opportunities to read, study, write, perform, and recite poetry—both within class and for wider audiences. These experiences help children to develop their vocabulary, experiment with expression, and engage deeply with the sounds and rhythms of language. Performance poetry especially supports their confidence, articulation, and prosody, helping them to become thoughtful, expressive speakers.

At the heart of our approach is the belief that every child is a communicator. We want all children to feel confident in using their voice, to recognise the value of their ideas, and to understand that spoken language is a powerful form of self-expression and connection with others. Through a rich and inspiring curriculum, we aim for children to leave our school with a deep appreciation of the power of talk, the confidence to speak in a range of contexts, and the understanding that strong oracy skills can open doors to many future opportunities—from leadership, performance, and public service to law, broadcasting, education, and beyond.

## **5. Cross-curricular links**

At XII Apostles, spoken language is initially taught discretely. However, application opportunities are incorporated and interwoven throughout the whole curriculum. We place a strong emphasis on purposeful talk, encouraging children to express their thoughts clearly, listen to others, and adapt their language for different audiences and situations. Spoken language is embedded throughout the curriculum and is an essential foundation for reading and writing.

## **6. Assessment and reporting**

Spoken language is assessed through formative assessments and observations during English sessions and during opportunities across the whole curriculum, where appropriate. Assessments are recorded on Sonar and used to utilise adaptive teaching methods to support and challenge the children – See appendix 2

Formal summative assessments are made at two assessment points during the year and recorded on Sonar. Progress and attainment are monitored by the English lead and SLT during Pupil Progress meetings and through data analysis.

Children's progress and attainment is reported to parents termly (through 2 Parents' Meetings and one end of year summative report)

## **7. Planning and Teaching**

Spoken Language objectives are discretely taught following our LTP and subsequent MTPs. LTPs also included planned opportunities for the application and development of these objectives across the whole curriculum ensuring the children recall their knowledge and apply it in different contexts.

Units of English work follow a writing process (see Writing policy) Throughout each unit of work, every opportunity for developing and utilising spoken language is planned for, and elements of the Talk for Writing approach to teaching writing are incorporated.

Spoken language is developed through:

- Explicit teaching of oracy objectives within English and across the curriculum.
- Talk-rich classrooms where pupils are encouraged to question, clarify, explain and reflect.
- Structured opportunities for debate, discussion, role-play, drama, presentations, and collaborative learning.
- Oral rehearsal of ideas during the writing process to strengthen composition and coherence.
- Modelled talk by teachers to demonstrate high-quality spoken language and Standard English.
- Targeted support and scaffolding for children with speech, language or communication needs.

## **8. Resources**

Pupils are supported to become effective communicators. Spoken Language is well resourced throughout school. Resources are located in both key stages and include Talk for Writing materials and Voice 21.

## **9. Inclusion including supporting pupils with SEND**

At our school, we recognise that strong spoken language skills are essential for all pupils' overall development and success across the curriculum. We actively promote the development of knowledge from the earliest stages, ensuring that all pupils are given regular and meaningful opportunities to speak, listen, and respond in a range of contexts.

Early identification and support are key. Consequently, targeted interventions such as ELKLAN and TALC assess and support pupils who may have difficulties with language and communication. These programmes help build pupils' confidence

and language skills early on, ensuring that all learners are supported to reach their potential.

The school is committed to guaranteeing that nobody is victimised or discriminated against based on the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

Spoken Language is adapted to meet the needs of individual children taking into account their primary need, making reasonable adjustments and through adaptive teaching.

#### **10. Parental Involvement: Home/School Reading**

We strongly believe that parental involvement and encouragement can play a crucial part in pupils' spoken language development. Parental workshops provide information and resources to support talk at home. Parents have opportunities to support their child's development in spoken language through attending performances, assemblies, choral speaking and other activities completed in front of an audience.

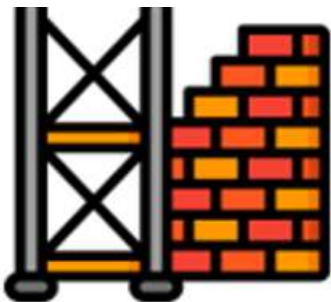




#### **11. Monitoring and review**

The effectiveness of this policy will be monitored continually by the head teacher. Any necessary amendments may be made immediately. This policy is reviewed every two years by the English subject leader and the head teacher. The scheduled review date for this policy is September 2026.





## Appendix 2: Adaptive Teaching Strategies for Spoken Language

Strategy:	Scaffolding	Explicit Instruction	Cognitive and Metacognitive Strategies	Flexible Groupings	Use of Technology
					
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Clear lesson sequence</li> <li>• Tasks focused on acquiring knowledge or skills and avoids cognitive overload</li> <li>• Word banks</li> <li>• Sentence starters</li> <li>• Vocabulary with definitions</li> <li>• Working wall prompts</li> <li>• Verbal - identifying and reacting to misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Adult Modelling</li> <li>• Learning broken into appropriate chunks.</li> <li>• Guided practice</li> <li>• Adults breaking down instructions further during input.</li> <li>• Repetition</li> <li>• SALT</li> <li>• TALC</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Self-marking</li> <li>• Directed questioning</li> <li>• Live feedback given constantly</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed ability groupings</li> <li>• Mixture of support throughout the lessons - rotation of adults support/ whole class</li> <li>• Peer feedback</li> <li>• Flexible interventions</li> <li>• Opportunity to work with different children in different sized groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Visualiser</li> <li>• Audio books</li> <li>• Translator apps</li> <li>• I pads – recording oracy tasks</li> </ul>

