

## The English Curriculum at Binbrook Church of England Primary School

### Spoken Language/Oracy

#### Intent

We understand the importance of the **National Curriculum Spoken Language programme of study** (as set out in our whole school progression document), and we adhere to the recommendations set out in **section 1 of the EEF Improving Literacy in KS1 and KS2 document**. Spoken language skills are one of the strongest predictors of a child's future life chances and we aim to ensure our children have the opportunities to develop these crucial skills.

Indeed, we recognise the responsibility of being, "*...the only second chance for some children to have a rich language experience. If these children are not getting it at school, they are not getting it.*" Neil Mercer, Emeritus Professor, University of Cambridge.

Teachers are all aware of the Oracy Skills Framework (i.e. the development and application of a set of skills associated with effective communication) and incorporate this when planning the curriculum.

#### Implementation

##### KS1 Recommendation 1: Develop pupils' speaking and listening skills and wider understanding of language

In KS1 teachers use implicit and explicit activities that extend pupils spoken and receptive vocabulary. Pupils read books and stories aloud and are encouraged to have conversations about them with teachers, peers and parents. The teacher models the process of making inferences (using information in a text to arrive at another piece of information that is implicit) by asking relevant questions aloud and answering themselves. Pupils engage in paired or group work, so that they can share the thought processes that lead them to make inferences. Activities are planned that extend spoken and receptive vocabulary. These are related to current topics in the curriculum and there are opportunities to practise using new vocabulary. Knowledge organisers support the development of new vocabulary linked to the topic.

##### KS2 Recommendation 1 Develop pupils' language capabilities

In KS2, dialogue during shared reading is promoted by **prompting** children to say something about a text then **evaluating** their response. Children are encouraged to **expand** by rephrasing and adding to their responses. Prompts are **repeated** to help children learn from the expansion (EEF: Improving Literacy in KS2, Box 2: The PEER Framework, p.15)

