



**CLOVER HILL  
PRIMARY  
SCHOOL**

## Spoken Language Policy

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<b>Long Term Learning</b>	We encourage our children to be confident speakers and attentive listeners. These skills are taught, reinforced and built upon as the child moves through the school. They are taught specifically through class discussions and debates but also subtly throughout the school day.
<b>Real Life Relevance</b>	It is important for children to understand the real life relevance and importance of being an effective communicator and active listener. We provide children with many opportunities to speak for an audience and to listen. We encourage children to select and use the appropriate vocabulary and correct grammatical structures when speaking.
<b>Co-operative Learning</b>	Co-operative learning in Spoken Language supports progress by giving children frequent opportunities to talk, listen, and respond in purposeful contexts. Working in pairs or groups encourages pupils to articulate ideas, build vocabulary, and practise active listening. Through discussions, debates, and role-play, children learn to express themselves clearly and respectfully while considering others' viewpoints. Collaborative activities also help develop confidence and fluency, ensuring spoken language skills are embedded across the curriculum and in real-life situations.

### Intent

#### We want children at Clover Hill to:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well structured descriptions, explanations and narratives for different purposes including for expressing feelings
- maintain attention and participate in conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently in Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener
- consider and evaluate different viewpoints building on the contributions of others
- select and use appropriate registers for effective communication.

### Implementation

Spoken language skills are taught at a level appropriate to the age of the pupil. The oral language skills that have been taught in preceding years is built upon with opportunities to revisit, practise and repeat learning which is key to deep understanding and having a mastery of skills. Teachers look for links across subjects to help embed spoken language skills effectively in a way that will engage the children and stimulate interest.

Pupils are taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. At Clover Hill, we provide pupils with opportunities to work in groups of different sizes – pairs, small groups, larger groups, whole class, whole key stage, whole school and whole school community.

#### Opportunities for children to develop their competence in spoken language:

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| <ul style="list-style-type: none"><li>- class discussions</li><li>- class debates</li><li>- circle time</li><li>- parent assemblies (one per term)</li><li>- Christmas productions for families</li><li>- Christmas carol service for families</li></ul> | <ul style="list-style-type: none"><li>- awards night at Whickham School</li><li>- visitors in school</li><li>- special assemblies (Harvest, WBD)</li><li>- expanded answers to teacher questioning</li><li>- using STEM sentences in Maths</li><li>- end of year productions</li></ul> |
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#### We place a particular emphasis on:

- increasing pupils' vocabulary when describing their immediate world and feelings
- developing a broader and richer vocabulary to discuss abstract concepts across a wide range of topics
- enhance knowledge about language as a whole.

### Impact


Constructive formative feedback is provided to pupils regarding their spoken language and listening skills, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language at primary school right through to secondary education and beyond.

Pupils at Clover Hill have a wide vocabulary and are confident speakers. They enjoy talking amongst peers and to adults in school and demonstrate excellent listening skills. Class teachers assess spoken language through formative and summative assessment.

### Inclusion

At Clover Hill Primary School, we recognise the vital role spoken language plays in learning and personal development. Our inclusive approach ensures that every child has opportunities to develop confidence and clarity in communication, regardless of ability or background. We use strategies such as talk partners, structured discussions, sentence stems and visual supports to help all pupils express their ideas. For children who need additional support, we provide targeted interventions, vocabulary enrichment and alternative communication methods to ensure their voices are heard. By valuing every contribution and promoting respectful dialogue, we create a learning environment where spoken language empowers all children to succeed.

# Progression in Oracy Across the Curriculum

	Autumn		Spring		Summer	
						
<b>Reception</b>	<p>Speak audibly so they can be heard and understood by a talk partner.</p> <p>Express needs clearly to a familiar adult or peer</p>	<p>To maintain eye contact with a partner or familiar adult.</p> <p>Describe an experienced event to a partner including 'and' to elaborate.</p>	<p>Speak audibly so they can be heard and understood in a trio.</p> <p>State their point of view simply to a larger group (up to 5).</p> <p>Look at the speaker</p>	<p>Use gestures to support meaning</p> <p>Ask a relevant question about a story.</p> <p>Use the 'word of the day' accurately in conversation.</p> <p>Take turns in games and speaking.</p>	<p>Speak audibly so they can be heard and understood by the class. e.g. in a news session.</p> <p>Use 'because', 'then' 'but' when explaining their plan and outcomes.</p>	<p>To explain how or why something happened using 'because' or 'so'.</p> <p>To use 'if' and 'might' to explain how they could improve their work next time.</p>
<b>Year 1</b>	<p>Speak clearly and confidently in a small group of known peers.</p> <p>Sequence events using the language of time or number.</p> <p>Begin to use sentence stems with some prompting.</p>	<p>Use non-verbal signals to indicate agreement or disagreement.</p> <p>Include 'because' in their contribution to justify ideas.</p>	<p>Speak clearly when presenting learning to the class. E.g. Use sentence stems independently even if not always appropriately.</p>	<p>Retell a story to a small group. Recognising when events are out of sequence and self-correcting.</p> <p>Be able to take turns independently and ensure all members contribute.</p>	<p>Speak clearly and confidently when explaining learning to an adult in front of the class.</p> <p>Recognise when the wrong stem has been used and choose a more appropriate one.</p>	<p>Speak clearly and confidently using a script e.g. live presentation in class assembly.</p> <p>Maintaining eye contact when explaining something</p>
<b>Year 2</b>	<p>Using non-verbal signals confidently to indicate the contribution they wish to make.</p> <p>Agree, disagree or build.</p> <p>Choose the most appropriate stem independently</p>	<p>Justify their agree/disagree choice with relevant explanations.</p> <p>Use technical, subject-specific vocabulary when explaining opinions.</p>	<p>Begin to understand the importance of posture when speaking.</p> <p>Use taught vocabulary independently, even if not always accurately.</p>	<p>Moderate tone and volume to match the audience.</p> <p>Retell an event calmly in logical order e.g. on the playground.</p>	<p>Maintain suitable posture throughout a spoken contribution.</p> <p>With support, identify a suitable question in response to a stimulus.</p> <p>Be able to change their mind in response to another person's argument. E.g. the opinion continuum.</p>	<p>Be aware of where to look or stand to ensure the audience can hear clearly.</p> <p>Take on the instigator role in a trio discussion.</p> <p>Include taught vocabulary appropriately and independently in discussions</p>
<b>Year 3</b>	<p>Vary tone of voice for humorous or sad parts of a story telling.</p> <p>Notice when someone has not contributed and invite them to speak.</p>	<p>Take on the challenger role in a small discussion.</p> <p>Be able to confidently change their mind e.g. opinion continuum.</p>	<p>Use awareness of audience to support choice of formal/informal language.</p> <p>Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.</p>	<p>Take part in a consensus circle and reach a shared conclusion.</p> <p>Deliver a short presentation (with notes) to an unfamiliar audience.</p>	<p>Explain reasoning in maths to the class in a logical way.</p> <p>Adapt explanation to suit audience reaction.</p> <p>Be able to explain why they have changed their mind e.g. opinion continuum.</p>	<p>Begin to summarise the opinion of one contributor.</p> <p>Know which strand they are practising and explain why that is important to effective talk.</p>
<b>Year 4</b>	<p>Confidently summarise the contribution of one participant in a logical order.</p>	<p>Pause at appropriate points to allow for an audience's reaction.</p>	<p>Take on the summariser role in a trio discussion.</p> <p>Show awareness of taught collocations and recognise when something 'just doesn't sound right.'</p>	<p>Project voice to the back of the hall and maintain that without shouting. e.g. during the play performance.</p>	<p>Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons.</p> <p>Deliver a short 'teaching' session to a small group of younger children.</p>	<p>Write own short contribution to be delivered during an assembly.</p>
<b>Year 5</b>	<p>Use gestures effectively to engage and persuade the audience.</p> <p>Self-assess own delivery of a short recorded presentation.</p> <p>Set targets to work on this year</p>	<p>Write a coherent discussion text in response to a whole-class stimulus.</p> <p>Deliver that argument to a larger audience of their peers.</p>	<p>Use effective exploratory and evaluative language to clarify thinking during a discussion</p>	<p>Present learning to parents in pupil-led parent meetings.</p> <p>Use evaluative stems to support the discussion of successes and next steps.</p>	<p>Independently discuss a question in a small group, maintaining focus on the question and roles.</p>	<p>Chair discussion group of up to 6 pupils.</p> <p>Maintaining focus and use of appropriate sentence stems.</p> <p>Present the outcome of the discussion to the class.</p>
<b>Year 6</b>	<p>Use humour appropriately and effectively to engage an audience.</p>	<p>To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions.</p>	<p>Use wider world knowledge to support views when participating in debates.</p> <p>Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded</p>	<p>Choose appropriately formal language when participating in debates and formal discussions.</p> <p>Structure a persuasive speech effectively using taught language techniques.</p>	<p>To use posture, gestures and tone of voice effectively to persuade the audience.</p> <p>Be able to reply to questions from the audience.</p>	<p>Speak confidently and naturally to an audience of known and unknown adults during the end of year production.</p>