

### **Subject Rationale – Spoken Language**

Purposeful and progressive development of speaking and listening in our schools is considered an essential and integral part of our entire curriculum, from our youngest to our oldest children. By enhancing skills and confidence in communication, interaction, articulation and understanding of language and vocabulary, we can offer our children vital tools to be successful in lifelong learning and employment, as well as the ability to represent themselves as unique human beings. We recognise that spoken language underpins the development of reading and writing, and therefore successful communication and interaction is a priority from the moment a child enters our setting. It is also embedded into every subject area, through subject-specific vocabulary and a range of opportunities for the children to explore and embed their skills.

### **Long Term Overview – Spoken Language Foundation**

- express a point of view and to debate when they disagree with an adult or a friend.
- begin and continue a conversation with an adult or a friend.
- use talk to organise themselves and their play.
- understand how to listen carefully and why listening is important.
- learn and use new vocabulary in different contexts.
- ask questions to find out more and to check they understand what has been said to them.
- articulate ideas and thoughts in well-formed sentences.
- connect one idea or action to another using a range of connectives.
- describe events in some detail.
- use talk to help work out problems, organise thinking and activities and to explain how things work and why they might happen.
- develop social phrases.
- sing a large repertoire of songs.
- listen to and talk about stories to build familiarity and understanding.
- listen carefully to rhymes and songs, paying attention to how they sound.
- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Blidworth & Rainworth Primary School Partnership  
Spoken Language Subject Pathway 2025-2026

**Long Term Overview – Spoken Language KS1 & KS2**

- listen and respond appropriately to adults and their 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 actively in collaborative 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 with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**Planned Enhancements – Spoken Language**

Exposure to high quality speech and language opportunities occurs daily, through our planned learning and wider curriculum expectations. Provision is also enhanced and targeted through:

**Foundation**

- Communication & Interaction focused learning environments
- Daily Reading for Pleasure time
- Environmental audits from Speech & Language Therapist
- Poetry Recitals
- Singing performances
- Vocabulary Progression Maps
- Voice 21 Project (November 2024)
- Wellcomm assessments on entry

**Key Stage 1 & Key Stage 2**

- Daily Reading for Pleasure time
- Environmental audits from Speech & Language Therapist
- Narrative Performances
- Poetry Recitals
- Power of Words Glossary
- Pupil Voice Activities
- School Council Meetings
- Values Day Debates (Upper School)
- Vocabulary Progression Maps
- Voice 21 Project (November 2024)