



INTENT, IMPLEMENTATION AND IMPACT OF THE SPOKEN LANGUAGE CURRICULUM

Intent of the Spoken Language Curriculum			
	Response	Evidence	Any Action Required?
What is the rationale behind the Spoken Language curriculum in the school?	To ensure all pupils become confident communicators with the ability to express themselves as individuals – sharing their thoughts and feelings, participating in a discussion and responding to areas of interest.	Various activities Raising confidence of pupils	To continue to raise the confidence of pupils.
How does it reflect the school context and the specific needs of the pupils who have SEMH, ASD, SLD and Cognitive Difficulties?	All specific needs are met through a range of tasks and activities with indoor and outdoor learning opportunities.	Differentiation in planning	To continue to ensure that the learning needs of all pupils are met through differentiated activities.
How does the Spoken Language curriculum reflect the schools aims and values / mission statement?	Ensures children attain the key skills to allow them to succeed and be confident. Attitude to work Resilience Broad balanced and relevant curriculum Teaching and support in an enriching stimulating school environment – equal opportunities	Use English skills throughout the day – spoken language, application of knowledge and skills in work – throughout the curriculum subjects – reading.	To further promote school ethos, Recap that their learning will allow them to successfully take their place in a rapidly changing world.

<p>Does planning show clear progression in the sequencing of Spoken Language? How does this bridge the gap between the EYFS curriculum and KS1 programme of study? What does progression in the acquisition and use of spoken language look like across the age range of the school?</p>	<p>Although NC objectives are the same from Year 1 to Year 6 – we have broken down the objectives to show the progression of skills and knowledge across key stage 1 and 2. These are further broken down into year groups to demonstrate progressive steps.</p>	<p>Progression map for spoken language B Squared assessment criteria</p>	<p>To continue to support the pupils to gain spoken language skills through various opportunities throughout the school day.</p>
<p>How has the spoken language curriculum been adapted to enable all pupils to access content and make progress, according to need and starting point?</p>	<p>Starts from Development Matters onto Early Learning Goals then onto KS1 to KS2. All children can make progress commencing from their baseline.</p>	<p>Spoken Language map available on the network including EYFS 30 to 50 months, then onto Early Learning Goals to the end of KS2.</p>	<p>To use adapted progression map to allow pupils to progress from their own baseline.</p>
<p>How does the school ensure pupils make progress?</p>	<p>Small steps where required to meet the needs of the pupils. Pupils are challenged when required.</p>	<p>Assessment – B Squared Teacher Assessment Tick lists from progression maps Marking feedback</p>	<p>To continue to ensure pupils work sequentially through progression map criteria.</p>
<p>How does the school's Spoken Language curriculum reflect the Aims of the NC programme of study? Are all elements covered and is this reflected in short term planning?</p>	<p>Yes – broken down into year groups and NC statutory requirements for Spoken Language.</p>	<p>B Squared Progression map from EYFS to end of KS 2</p>	<p>To continue to refer to B Squared assessment criteria to incorporate into weekly planning.</p>
<p>What opportunities are there for pupils to develop their spoken language skills in other subjects?</p>	<p>Listening Discussion Asking questions Answering questions To use appropriate vocabulary and language To use newly learning topic vocabulary To use appropriate gestures/body language Cross curricular opportunities</p>	<p>Marking feedback Photos Short video clips Teacher assessment Tick lists B squared</p>	<p>To continue to allow opportunities for pupils to develop spoken language in English, across the curriculum and around school e.g assemblies and school council.</p>

What interventions are in place to support pupils with Speech and Language difficulties?	Designated Speech and Language Therapy teacher Any pupil can be referred to our in school Speech and Language Therapy Teacher. A referral form will then be completed and submitted to the Speech and Language Therapy Team.	Assessment by Speech and language therapy teacher team. Assessment by Speech and language therapy team. 2 sessions a week per pupil	To continue to support pupils on concern with Speech and language therapy. To continue to work alongside SALT team.
Implementation of the Spoken Language Curriculum			
	Response	Evidence	Any Action Required?
How do you raise the profile of developing spoken language skills across the school?	Themed days to enthuse the pupils Visitors – authors and illustrators Cross curricular links – Zoolab Virtual Reality experience Use of standard English – model good spoken language	Pupils are engrossed and have opportunities to express themselves. Marking feedback Short video clips Photos Celebrating achieving success criteria	To continue to meet the interests of pupils to offer further opportunities to demonstrate spoken language skills.
How do you evaluate the professional development needs of your colleagues and then provide support and training?	SLT Subject Lead Speech and Language Teacher Internal/external trainers	Lesson observations Learning walks Date Progression	To continue to organise CPD as required to further impact the progress of pupils.
Is the Spoken Language curriculum effectively resourced?	High quality fiction and non-fiction texts in the Library Various English resources Various curriculum resources Speech and Language Therapy	Topic related resources are available within curriculum cupboards around school Assessments approved by Speech and Language Therapy Team	To continue to ensure high quality resources are available to stimulate discussion and promote opportunities to apply spoken language skills.
How is Spoken Language curriculum delivery equitable for all groups and appropriate?	Differentiated Pupils' needs are met appropriate resources to suit needs of each pupil	Weekly Planning Lesson Observations Learning walks	To continue to ensure the needs of all pupils are met and planned for.
Are effective monitoring and assessment arrangements in place for Spoken Language?	Yes	Teacher assessment Tick boxes IEP B Squared Marking	To continue to closely monitor Spoken Language opportunities to inform achievement of targets.
How are pupils offered opportunities to develop their spoken language?	Indoor/outdoor learning environments Show and tell Posters	Talk about learning Developing ideas and understanding through discussion Ask questions	To continue to widen opportunities to develop spoken language skills.

	Models ICT presentations Spoken language in drama Role play Identifying with characters Develop vocabulary	Negotiating with others in group work Considering range of view points	
Impact of the Spoken Language Curriculum			
	Response	Evidence	Any Action Required?
<p>How can the school demonstrate that pupils reach end of key stage expectations in Spoken Language ? What are the key messages from IDSR / ASP? How does information for current cohorts compare with historic data? Are outcomes for any groups that did not meet expectations in the past improving and what is the evidence for this?</p>	<p>Where the pupil is able to, they are challenged with their learning so that they can meet end of key stage expectations. Some pupils will make significant progress but this may not be to meet end of key stage expectations. All pupils at Holmwood School have Education, Health Care Plans. Teaching and learning is tailored around the needs of each pupil. Historically, different cohorts with have a mixture of needs, each cohort will differ. For example the current Y6 cohort have a higher number of pupils with ASD in comparison to previous Y6 cohorts.</p>	<p>Data EHCPs</p>	<p>To continue to meets the needs of individual pupils.</p>
<p>Do any groups under-perform in Spoken Language when compared with their peers and if so, what is being done about this? Are there any significant differences in outcomes between girls / boys; SEND pupils / non-SEND; disadvantaged and other pupils; Summer born compared with Autumn born pupils etc?</p>	<p>Where applicable, intervention support is provided. Pupils may work in a 1:1 situation to work specifically with those that require it. All pupils will work in a small group to ensure they get the support needed.</p>		<p>To continue to support pupils with intervention where required. This could be to challenge pupils to meet end of year expectations or to support those whose progress may have taken a longer period of time.</p>