

2022-2023

Spoken language policy

Spoken Language at Highfield

We aim to make each student a confident communicator, both with familiar adults / peers and in the community. For many students, this will be verbal communication, but this will also be supported by sign, symbol or Augmented Alternative Communication (AAC) where appropriate. For some students being a confident communicator may be greetings or making their wishes known. Others will develop active listening and comprehension, with both asking and answering questions and expanding on ideas.

Initial assessment

On entry to the school, students expressive and receptive spoken language is assessed by Sangita Sharma, our dedicated Speech and Language HLTA. This may be done via the British Picture Vocabulary Scale (receptive vocabulary); the Renfrew Action Picture Test (expressive vocabulary); or the Derbyshire Language Scheme.

Following this assessment, those students who require additional support will continue to receive it, either in class or with Sangita, This may be one-to-one or in a small group. Sangita liaises closely with the Speech and Language Therapist who visits school regularly.

Total communication

Total communication is used across school. This may include Makaton; PECS; objects of reference; story sacks; call and response drama sessions; Communicate in print; Blanks level of questioning and colourful semantics.



- **Blanks Level of Questioning.**

The main aim of Blanks Levels of Questioning is to develop children's verbal reasoning and abstract language capabilities through levelled questions:

- Level 1 – naming
- Level 2 – describing
- Level 3 – retelling and predicting
- Level 4 – reasoning and justifying.

- **Colourful semantics**

Colourful semantics is used both in spoken language and writing. This supports students in expressing themselves in sentences.

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March 2023

