



Speaking and Listening Policy

'Hand in hand together with faith we will strive to achieve all things'

'I am able to do all things through him (Jesus) who strengthens me'

Philippians 4:13

"For whatever was written in former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope."

Romans 15:4

Rationale

High quality talk leads to high quality English.

Language is an integral part of learning; it runs through all that we teach and learn. In their daily lives, children use speaking and listening to solve problems, share ideas and reflect on experiences. Most social relationships involve talking, and children's interactions can contribute to and enhance learning. Effective oral communication is a key skill for life; we aim to ensure that children can express themselves clearly and confidently, and that they are able to listen attentively to others. Nonverbal communication is integral to talk, and through drama, we aim for children to develop an understanding of effective communication, both verbal and non-verbal. Verbal communication offers motivating and purposeful ways of learning in all areas of the curriculum.

*"In a child's development, listening precedes talking, talking precedes English. Each feeds the other and is in turn developed ... talking and listening are continuing aspects of learning both in their own right and for what effects they have on the learning of language." **English, Whose English?, NAAE 1987***

Aims and Objectives

We believe that a **successful** speaking and listening should include:

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

We aim for children to be able to speak clearly, and as they get older, to develop and sustain ideas in talk.

In listening, we aim for children to become attentive listeners, developing their analytical skills.

We want children to take part in group discussions, making contributions, listening to others and working collaboratively. In drama, we aim for children to express their ideas, take on roles and perform to others using verbal and non-verbal communication.

Every Child Matters Outcomes.

Be Healthy:

- To be mentally and emotionally healthy *by having the tools to communicate feelings clearly to others.*

Stay safe:

- To be safe from bullying and discrimination *by increasing self-esteem and having tools to communicate issues to others.*
- To be able to communicate safely in on line forums and recognise situations that are inappropriate.

Enjoy and achieve:

- To attend and enjoy school *by providing a framework of activities which promote speaking and listening, using drama, to engage children in their learning.*
- To have high expectations linked to national educational standards at primary school level *by developing use and acquisition of language to enable children to communicate ideas, ask questions and order thoughts.*
- To achieve personal and social development *by being able to communicate with others, discuss ideas, increase confidence in social speaking situations.*

Make a positive contribution:

- To engage in decision making and support the community and environment *by having responsibility for decisions made through the school as a result of class discussions and school council meetings.*
- To develop positive relationships and choose not to bully or discriminate *by increasing communication skills and pupil self-esteem.*

Achieve economic well-being:

- To engage in further education, employment or training on leaving school *through being confident in communicating with others and working as an effective member of a team.*

Foundation Stage:

Reception children are taught using the Early Years Foundation Stage Curriculum as a planning and assessment tool. We ensure the pupils:

- Use language to imagine and recreate roles and experiences
- Develop active listening and response
- Interact with others in play

Teaching and Learning.

Reference to speaking and listening can be found in both the National Curriculum. For the purposes of teaching and assessing it has been separated into four strands;

- Speaking: being able to speak clearly and to develop and sustain ideas in talk;
- Listening: developing active listening strategies and critical skills of analysis;
- Group discussion and interaction: taking different roles in groups, making a range of contributions and working collaboratively;
- Drama: improvising and working in role, scripting and performing, and responding to performances.

At Bilston C of E Primary we:

- cover the Speaking, Listening, Group discussion and Drama objectives set out in the National Curriculum, National Curriculum teaching the relevant skills, knowledge and understanding;
- aim to maximise opportunities to develop skills throughout all areas of the curriculum;
- provide opportunities to develop skills in plays, assemblies and out of school hours learning activities.

Opportunities – in class.

- A variety of Drama strategies are used as a starting point, supporting role, and conclusion for discussions and written work.
- Children are often asked to work with a ‘talking partner’ before feeding back ideas to the class.

- Children work in groups with specific roles to structure and aid discussion.
- In the younger years children have time for 'Show and Tell' with the class.
- In the older years children will be asked to prepare a presentation for the class on an area of the curriculum.
- Circle time is a structured opportunity for children to discuss PSHE issues.
- Teaching Assistants and support teachers work with focus groups with SEN or EAL to develop and structure communication.
- A range of props is available to promote discussion.
- Interactive workshops are often used to support all areas of the curriculum.

Opportunities – out of class.

- All classes prepare and perform an assembly to parents and the rest of the school during the year.
- Christmas shows are prepared and performed to the school and parents.
- Year 5 and 6 prepare and perform an end of year show to the school and parents.
- Drama clubs are available after school.
- Children participate in other assemblies during the year including Harvest, Dwali, Easter, and Mother's Day.
- EAL children have opportunities for additional support and interventions to develop their English vocabulary and grammar.

Roles and responsibilities

The governing body should, in cooperation with the head teacher, determine the school's general policy and approach to Speaking and Listening at Bilston Church of England Primary School.

The English coordinator should advise the Headteacher, staff and Governors of the current and changing practice in writing at Bilston Church of England Primary School and keep them up to date with new initiatives put forward by the Government and LA.

The Teaching Staff should in cooperation with the Head teacher and English coordinator, plan and deliver effective Speaking and Listening lessons across the curriculum which reflect the school policy.

The Inclusion Manager should, in cooperation with the Head teacher, English Coordinator and teaching staff provide support and additional Speaking and Listening resources for children with Special Educational Needs

The Use of ICT.

As a school, we are fully committed to developing the use of ICT in English lessons, particularly in the teaching of Speaking and Listening. The use of the Interactive whiteboard and multimedia resources are a valuable tool in stimulating children's discussion.

As a staff, we are dedicated to keeping up to date with the latest changes and advancements. The English coordinators and ICT coordinator will ensure that staff are given training on the teaching of Speaking and Listening using ICT where appropriate.

MARKING AND ASSESSMENT OF SPEAKING AND LISTENING.

Within teachers planning and evaluations teachers reflect the learning objective and identify a positive comment and a 'next steps' to help improve the child's speaking and listening skills.

Ways of collecting evidence

We can plan for activities but very rarely will the activity only fit one assessment Focus. Sometimes a completed piece of writing and reading activity will also provide evidence for Speaking and Listening as the starting point may have had a Sp & List focus.

Every child has their own target card for reading and writing which incorporates speaking and listening. These are a working document between the child and the teacher.

Review date: January 2022