

DODFORD FIRST SCHOOL



Every Day, a Learning Journey

Speaking and Listening Policy

Rationale

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. Non-verbal 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.

Aims and Objectives

- 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.

At Dodford we:

- Teach objectives for Spoken Language as set out in the National Curriculum 2014.
- Aim to maximise opportunities to develop speaking and listening skills throughout all areas of the curriculum;
- Provide opportunities to develop skills in plays, assemblies and out of school hours learning activities.

The above aims are met by providing children with a wide range of activities and experiences e.g.

- ✓ Speaking for different audiences, which include friends, the class, teachers, other adults in the school.
- ✓ Listening and responding, both in face-to-face situations and to broadcast or recorded material.
- ✓ Discussion and group interaction, in settings with different numbers of participants and at different levels of formality.
- ✓ Drama activities, including improvisation and working in role, as well as writing and performing scripted drama.
- ✓ Involvement in the School Council and Pupil Forum.
- ✓ Use of 'Talk Partners' throughout the curriculum.

Curriculum Entitlement

In the Foundation Stage the teaching of speaking and listening is based on the area of learning 'Communication, Language and Literacy' from The Early Years and Foundation Stage Curriculum Guidance. In Reception children should be given opportunities to communicate their thoughts, ideas and feelings and to develop spoken language through conversations with other children and with adults, both one to one and in small groups. They use language to imagine and recreate roles and experiences.

In Key Stage 1 and 2 reference to development of spoken language skills can be found in the National Curriculum 2014.

Pupils should be taught to:

- 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

Planning/ Teaching and Learning Styles

Staff record opportunities for speaking and listening throughout curriculum planning and particularly within English weekly plans e.g.

- Listening to talk
- Asking and answering questions
- Role play and drama
- Express their ideas
- Talk Partners
- To encourage children to talk effectively we regularly plan for children to be involved in tasks where:
 - Speaking and listening is the outcome, such as a prepared talk or report, a performance, or a reading;
 - Structure and deadlines are clear and adhered to, so that time is not wasted and talk is purposeful;
 - Different children undertake different tasks and need to collaborate and negotiate to achieve an overall aim;

Role of the Teacher

To plan for and provide opportunities for speaking and listening in a variety of contexts and groupings in a range of curriculum areas.

Significant factors in teaching are:

- Modelling appropriate speaking and listening, including as a supportive and probing listener;
- Encouraging sensitive interaction;
- Ensuring goals are set with clear criteria for success;
- Recognising and rewarding good examples.

Inclusion

All children will have equal access to the curriculum regardless of race, gender, class, religion or ability. Where there is an identified special need in respect to speaking and listening, teachers will be responsible for planning a structured programme of work to facilitate the development of the individual concerned. If necessary outside support is sought.

Assessment and Reporting

Progress in speaking and listening is monitored by teachers, and information shared with parents at parent/teacher meetings, and in the annual report.

Resources

Reception and the KS1 class have a listening centre.

Other ICT resources are used to support the development of skills e.g. IWB, laptops and microphones.

Reception will have a variety of role play areas throughout the year.

Occasional visits and special visitors are arranged e.g. theatre groups, drama workshops.

Monitoring of this policy and its implementation is carried out by the subject leader for English.

This policy should be read in line with other English and school policies e.g. Teaching and Learning Policy, Assessment Policy, Marking Policy, SEND Policy, Computing Policy, Equal Opportunities Policy

POLICY STATEMENT WRITTEN BY: Miss C Underhill

POLICY AGREED BY STAFF AND GOVERNORS: September 2018

POLICY REVIEWED: April 2020

This policy is immediately effective.