

Elmsett C. of E. V.C.P. School

Speaking & Listening Policy



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1. INTRODUCTION

Speaking and listening are key skills which form part of the literacy programme of work.

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:

- improvisation and working in role, scripting and performing, and responding to performances.”

2. AIMS

We want to help our pupils use language effectively. We build on early experiences to develop confident communication skills.

We want our children to:

- Enjoy talking with confidence in a variety of situations
- Listen supportively and value each others ideas and opinions
- Develop an understanding of when and how it is appropriate to participate
- Use speaking and listening as an enjoyable sharing and learning experience.

3. PLANNING AND PROGRESSION

Opportunities for speaking and listening occur in all areas of the curriculum and are highlighted on plans.

Children experience a broad spectrum of oral activities including:

- role-play,
- story telling
- choral speaking
- debate
- discussion
- poetry reading
- interviewing
- presentation /performance.

4. DIFFERENTIATION

Children work within differentiated groups, which are organised to help learning to be as effective as possible.

Those who are reluctant to contribute to class discussions have the opportunity to develop self esteem by contributing in small group situations.

5. TEACHING METHODS AND ORGANISATION

The organisation of speaking and listening activities may involve the whole class, a small group or a pair of children, working on a focused activity, which seeks to actively engage all those involved.

Strategies include discussing, arguing, listening to others and responding, questioning, explaining, modelling and directing.

6. ASSESSMENT AND RECORDING

Teachers assess children through observation, during class activities.

Children are also given the opportunity to perform and share their work during family assemblies, class productions and show and tell.

7. SPECIAL EDUCATIONAL NEEDS

SEN children receive support according to their needs. Those for whom the spoken language presents a degree of difficulty will be given the opportunity to develop specific skills with confidentiality and privacy before taking part in small groups.

8. ENGLISH AS A SECOND LANGUAGE

Language is part of a child's cultural background and is respected as part of their identity whatever their accent or language.

Children are encouraged to voice their thoughts, are spoken to clearly and helped to speak clearly.

There are currently no children for whom English is a second language.

9. FOUNDATION

Great emphasis is placed on interactive play activities and learning situations where an adult can sensitively intervene to enrich and develop the linguistic skills and learning of Early Years pupils.

10. RESOURCES

A variety of home-corners, costumes, interactive CD ROMs, puppets and story bags are used.