

Ash Green Community Primary School

C18

POLICY FOR SPEAKING AND LISTENING

1. Ethos

- Speaking and listening are fundamental means of communication and learning; for making relationships, passing on information, developing shared understanding, sorting out one's own thoughts.
- Speaking and listening are important media for learning; children learn *about* talk and *through* talk.
- Listening is not passive. Listening skills help children to assimilate what is known with what is being heard and make the links that are essential to learning.

2. Aims

The key aims and purposes of the school's provision for speaking and listening are developed THROUGHOUT THE WHOLE CURRICULUM and enable pupils to:

- speak clearly, fluently and confidently to different people
- adapt their speech for a range of purposes and audiences
- listen, understand and respond to others
- apply increasing knowledge of grammatical constructions of spoken language appropriately in a range of (real life and imaginary) contexts

3. Policy

Guidelines for Teaching Speaking and Listening

Simply providing children with contexts for talk is not sufficient to ensure the development of speaking and listening skills. Speaking and listening skills are taught directly, reinforced in other contexts and practised throughout the curriculum.

In planning to teach speaking and listening, teachers take account of:

Range:

- *Speaking for different audiences*, including friends, the class, teachers, other adults in the school;
- *Listening and responding*, both face-to face situations and to broadcast / taped material;
- *Discussion and group interaction*, in settings with different numbers of participants and at different levels of formality;
- *Drama activities*, including improvisation, role play, hot seating, freeze frame as well as writing and performing scripted drama.

Focus:

- Activities related to any part of the curriculum but where *oral skills are the focus of teaching*.
- Activities related to any part of the curriculum that provide a context for reinforcing and practising speaking and listening skills.

- Activities related to any part of the curriculum that offer children the opportunity to use talk to investigate, evaluate or report their work.

Progression:

We follow the progression of skills identified in National Curriculum 2014 related to age appropriate expectations. However, teachers extend skills for more able pupils or those who need additional support, so that progression is related to the child's ability to:

- Sustain speaking and listening using and appreciating imaginative, expressive and informative language;
- Contribute in a range of ways;
- Use formal English appropriately;
- Adapt to different circumstances and contexts with independence and confidence;

Teaching Strategies:

Teachers employ a range of teaching strategies that include:

- Speech and language communication (SALC) whole class teaching to identify pupils who may require intervention
- Modelling different kinds of talk, both in and out of role;
- Modelling and encouraging answers to questions in FULL SENTENCES;
- Modelling being an active, responsive listener;
- Providing visual and linguistic prompts to support pupils' talk;
- Discussing and demonstrating how to go about a task, e.g. *turn taking, summarising, conducting and interview*;
- Using specific techniques to structure interaction: *response partners, jig-sawing, listening triangles*;
- Extending vocabulary choice through activities that focus on words and different ways of saying the same thing;
- Careful groupings that help to draw out less confident pupils;
- Teaching children the vocabulary of talk: *audience, discuss, expression, interview* etc.;
- Drama conventions: *hot seating, working in role, freeze frame, communal voice*.

Teaching Speaking and Listening in the Literacy session:

Shared Sessions will be used to:

- Incorporate SALC strategies as part of 'Quality First Teaching'
- Model appropriate speaking and listening skills for pupils;
- Encourage pupils to listen carefully to others, including the teacher;
- Participate in discussions and share ideas;
- Relate their contributions to what has gone before;
- Participate in drama activities to facilitate understanding of shared texts.
- *Independent Sessions* will be used to:

- Involve pupils in collaborative discussion on focused learning objectives;
- Offer children the opportunity to use talk to investigate, evaluate and report their work.

- *Guided Sessions* will be used to;
 - Encourage pupils to participate in focused discussion based on reading or writing tasks. Teachers will encourage pupils to explain and justify their answers;
 - Participate in drama activities that promote deeper understanding of reading and writing tasks.
- *Plenary Sessions* will be used to:
 - Encourage pupils to question each other, phrasing open questions in order to elicit expanded replies where possible;
 - Provide a context for pupils to report on their work, explaining their ideas and conclusions;
 - Provide a context for pupils to evaluate their own and others' work.
 - Assess children's speaking and listening skills where appropriate.
 - Deploy a range of interactive strategies to involve the whole class

Teaching Speaking and Listening across the curriculum

Speaking and listening objectives are taught within key foundation subject objectives (as part of the thematic curriculum) to reinforce basic skills.

1. Introduction/shared sessions

Recap of previous learning, addressing misconceptions and introductions of new concepts will involve as many pupils as possible using specific techniques to structure interaction and provide 'thinking' time prior to answers to questions, problem solving or predictions:

- response partners
- listening triangles
- discussion groups
- introduction of key vocabulary written on the board and referred to throughout the lesson
- modelling/encouraging responses in FULL SENTENCES
- drama conventions

2. Focus Teaching

Focus teaching provides opportunities for specific individual or groups of pupils to:

- reinforce/extend their use and understanding of key vocabulary
- ask /answer questions in smaller groups in FULL SENTENCES
- demonstrate their understanding of and progress towards lesson outcomes

3. Independent work

Pupils working independently (individually, pairs or groups) are given opportunities to:

- reinforce key vocabulary
- participate in collaborative discussion on learning outcomes
- use talk as a means of investigation/prediction

4. Plenary sessions

Pupils are taught to:

- question each other IN FULL SENTENCES, phrasing open-ended questions where possible
- evaluate their own/others' work against intended learning outcomes
- report their work
- use key vocabulary
- address their own misconceptions

DETAILED PLANNING

- Long term planning links key vocabulary in all subjects within each scheme of work
- Medium term planning apportions key words to the specific topic and modules of work within the Curriculum Plan
- Short term planning (weekly) is the responsibility of individual class teachers. Key weekly objectives are specified with detailed activities, key vocabulary and key questions for shared, guided, independent (group) and plenary sessions. The detailed activities specify how speaking is to be taught and reinforced in each part of the lesson. Lessons are evaluated to inform the next weekly plan.

ASSESSMENT AND RECORD KEEPING

Teacher assessment is recorded through KPI's and Target Tracker indicating coverage and progress against key speaking and listening objectives.

PROFESSIONAL DEVELOPMENT

Professional development opportunities will be provided in line with analysis of needs and audit of staff skills linked to the implementation of the school's whole curriculum. Curriculum audits, subject development plans and skills audits are completed annually; the results of which are fed into the School Improvement Plan. Funds for professional development may be used to support a range of activities both within and outside the school.

REVIEW AND EVALUATION

The policy for Speaking and Listening will be reviewed three yearly as an agenda item at a staff meeting. This item will be led by the teachers with responsibility for managing English. Comments from staff and governors will be taken into account and any changes to policy agreed at a staff meeting prior to ratification by the governing body. The implementation of the policy will be monitored by the head teacher who will, if necessary call on external agencies to give specialist advice.

Reviewed and amended September 2016
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