

Goddard Park

Community Primary School

An Integrated Academy and Children's Centre

Headteacher: Mike Welsh

Everybody learns, everybody cares



Speaking and Listening Policy

Reviewed: Spring 2017

Rationale

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, support staff 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.

Our Aims: Why do we teach speaking and listening?

- To enable pupils to speak clearly and fluently for a variety of audiences and purposes;
- To enable pupils to listen attentively, with understanding, pleasure and empathy;
- To enable pupils to have an interest in words and their meanings with a growing vocabulary.

Objectives

- To teach children to talk and listen with confidence in an increasing range of contexts;
- To teach children to listen carefully, in discussion making contributions and asking questions;
- To teach children a range of drama strategies and conventions.

Teaching and Learning

It is not expected that speaking and listening objectives will be set in each lesson but teachers are expected to incorporate them over a period of time. Teachers are responsible for selecting objectives from the Speaking and Listening scheme of work to ensure progression throughout the school, from EYFS to KS2. Each year group will link Pie Corbett's Talk For Writing into their literacy lessons and teach a bank of texts which the children will retell. In order to promote high quality speaking and listening, teachers will adopt roles. These roles involve:

- modelling dialogue, e.g. *turn taking, offering opinions and inviting response;*

- modelling listening, *e.g. the use of non-verbal communication, respecting, even if disagreeing with, the views of others;*
- modelling values;
- modelling participation;
- providing a wide range of contexts for speaking and listening;
- supporting the pupils by providing clear structures for tasks which require the pupils to learn through talk;
- sharing roles with the pupils, *e.g. as questioner, the 'expert' on a particular topic.*

Children will be encouraged to:

- play an active role in directing their own learning, *e.g. making decisions about how to approach a task, selecting appropriate resources;*
- engage in speaking and listening in a variety of groupings and settings, *e.g. reading out loud as an individual and a larger group during shared reading, working collaboratively on an investigation during group work, reporting findings as a newscaster during a plenary session, interviewing people as part of a research project, acting as a guide for a visitor to the school;*
- use language creatively and imaginatively, *e.g. through role-play, hot-seating, storytelling;*
- demonstrate what they know and evaluating their understanding, *e.g. involvement in plenary sessions, use of response partners.*

The learning environment is organised to facilitate talk by:

- using space effectively, *e.g. in the Foundation Stage and at Key Stage 1 by providing listening, role-play and activity areas. At all key stages, furniture and tables are arranged appropriately, creating displays which are inter-active;*
- providing resources to support speaking and listening, *e.g. puppets, tape recorders, headphones/headsets.*

The contribution of speaking and listening to other aspects of the curriculum

Due to the nature of speaking and listening children will be encouraged to develop and enhance their communication skills across the curriculum. Speaking and Listening activities will be carried out across the curriculum:

Opportunities are provided where:

- speaking and listening are the focus of the teaching, even though the subject matter may relate to another area of the curriculum, *e.g. organising an interview with an 'expert', considering the role of the questioner, the range of questions to ask and the pace of the interview;*
- another subject is the focus of the teaching, but it is planned and organised in order that pupils can reinforce and practise speaking and listening skills, *e.g. working in pairs, prioritising items for inclusion on a charter of pupils' rights and responsibilities;*
- pupils have opportunities to use talk to investigate, evaluate or report, when another area of the curriculum is the focus for the teaching *e.g. demonstrating how to do a scientific investigation.*

The Role of Drama:

Drama is taught in each year at all stages, within the literacy hour, and pupils participate in a wide range of drama activities. The importance of drama is recognised and the ways in which it can be used to stimulate writing and to explore characters and situations in pupils' reading.

Inclusion

Our aim is to encourage children to make good progress and feel success in speaking and listening through a positive approach that includes all children regardless of race, gender, age, faith or ability.

Teachers set appropriate challenges for all pupils.

SEN

Children with SEN with specific reference to speaking and listening will:

- be given support in class where appropriate and have differentiated activities and roles;
- be given appropriate targets on their IEP or Provision Map where relevant;
- be referred to outside agencies e.g. Speech Therapy.

G&T

Children as identified as G&T in the area of speaking and listening will be encouraged to take on key roles of speaker, listener and observer to ensure high quality work in all roles. Children as identified on the G&T register in other areas will be encouraged to develop good communication and explanatory skills in their area of interest, *e.g. explaining how a specific mathematical problem was solved etc through the use of Higher Order questioning.*

Assessment and recording

Speaking and Listening will be assessed informally each term through teacher or support staff observation.

All teachers are responsible for assessment. They need to:

- ensure that some of the key learning objectives selected for assessment purposes in literacy sessions have a speaking and listening focus (these will be highlighted on planning)
- plan for assessments in speaking and listening
- pay particular attention to the assessment of pupils with IEPs that relate to improving speaking and listening.