

Graiseley Primary School



Speaking and Listening Policy November 2023

Introduction

We believe speaking and listening to be fundamental to the achievement of the children at Graiseley Primary School through all activities that go on in the classroom and other learning environments: the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extracurricular activities and the whole ethos of the school. Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. As a staff, we therefore foster good communication amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst our pupils. As part of our curriculum provision we provide opportunities to teach, develop and promote speaking and listening skills.

Aims

During their time at Graiseley Primary School, we aim that children should become fluent and confident communicators, increasingly matching their style and responses to their purpose and audience.

Children should:

- Be encouraged to speak with confidence, clarity and fluency
- Recognise the value of listening
- Be encouraged to have the self-esteem to be confident in the value of their own opinions and to be able to express them to others
- Be able to adapt the use of language for a range of different purposes and audiences, including using Standard English
- Learn to converse, sustain a logical argument and respond to others appropriately
- Be encouraged to concentrate, interpret and respond appropriately to a wide range of listening experiences
- Be prepared to be open-minded, to value the contribution of others and to take account of their views
- Appreciate the diversity of languages, dialects and accents in the school and value the experience and contributions of children with a wide variety of linguistic backgrounds
- We aim for children to be able to speak clearly, and as they get older, to develop and sustain ideas in talk.
- We want children to take part in group discussions, making contributions, listening to others and working collaboratively.

We also aim:

- to support any individual children with speaking and listening difficulties, including making appropriate referrals to external agencies
- to teach children appropriate subject specific vocabulary and speaking and listening skills to enable them to acquire knowledge and understanding of subjects across the curriculum
- to present children with the opportunity to see, hear and respond to stimulating material in a variety of media
- for all adults within the school to be aware of the need to provide appropriate models of language when addressing members of the school community
- to be aware of and meet the needs of children with English as an additional language

Speaking and Listening in the Curriculum

In order to promote high quality speaking and listening, it is important for teachers to adopt a variety of strategies. It is important to incorporate these over a period of time (across each week).

These strategies include:

- Teacher modelling of dialogue (turn taking, offering opinions and inviting responses)
- Modelling listening (respecting, even if disagreeing with others viewpoints)
- Modelling values (encourage participation by all, praise sensitivity)
- Modelling participation
- Providing a wide range of contexts for speaking and listening
- Providing clearly structured tasks which require pupils to participate in talk (talk partners)
- Sharing roles with the pupils
- Showing children how to organise and structure their speech and to use vocabulary and syntax to communicate more complex meanings

Learning Activities include:

- Circle time
- Show and tell
- Story time
- Pupils having the opportunity to talk about their own experiences to the whole class, a group or to the teacher
- Pupils making explanations in a variety of situations across the whole curriculum including numeracy, wider curriculum work and RE.
- Pupils taking part in verbal presentations
- Encouraging children to join in discussions and give their opinions
- Encouraging children to critically appraise their own and others' talk
- In reading, to share opinions and discuss the meaning in books
- Collaborating in problem solving activities
- Developing an awareness of standard spoken English
- Communicating with different audiences, and reflecting on how speakers adapt their style to suit this
- Opportunities to talk for a range of purposes
- Children engaging in role play, storytelling, freeze frames and other opportunities to use language creatively and imaginatively
- Performing to others e.g. assemblies, plays
- Provide a variety of opportunities for children to listen effectively including tape recordings, television/video, visitors and outside speakers.

Oracy in the Early Years

We believe the foundation for literacy is built on children's oral work and children are encouraged to express their ideas at every opportunity throughout each of the Early Learning Goals. Staff model use of language and create opportunities for children to develop their talk during child-initiated times and adult led activities.

Statutory Requirements for Spoken Language Years 1-6 - National Curriculum

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

Progression

Please see progression in oracy document.

Inclusion

We believe that all children, irrespective of background, race, gender and capability should have equal access to the curriculum. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities using adaptive teaching techniques. We achieve this through a range of strategies.

Monitoring

Subject monitoring takes place through a range of:

- sampling of medium -term planning for all year groups
- learning walks
- lesson observations
- scrutiny of children's work
- examination of topic books and classroom environments
- analysis of assessment and tracking data
- pupil voice