

WHITEFIELD PRIMARY SCHOOL

Speaking and Listening Policy



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Next review: Sep 2018

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AIMS

At Whitefield Primary School, we believe that children need to be able to express themselves orally in an appropriate way, matching their style and response to the audience and purpose. It is a complex process which requires both the speaker and the listener to understand the function of language in order to use it appropriately in different contexts. This school values and seeks to develop skills in speaking and listening. The ability to express oneself orally in an appropriate manner is an essential skill throughout life.

We aim to make clear the importance of effective communication through the use of clear, articulate speech and attentive listening by developing each child's ability to speak with confidence, clarity and fluency in a variety of situations, for a variety of audiences, for a variety of purposes and to develop a capacity to listen with attention and understanding in a range of situations.

POLICY

In order to achieve our aims we need to ensure that, as teachers, we :

- Are aware of the importance of spoken language in learning
- Make children aware that we value speaking and listening activities
- Discuss the importance of talk in the classroom
- Plan a variety of contexts and activities
- Value the dialect or language of each child, supporting him or her in its use whenever appropriate
- Stress to parents the importance of the links between language, thought and learning

OBJECTIVES

Foundation Stage and Key Stage One

To encourage progress our children will have opportunities to demonstrate :

- A growing fluency and confidence
- Increasing clarity and coherence in thought and expression
- A developing understanding of what is said
- A developing ability to contribute to discussion
- A developing ability to adapt talk for different listeners and occasions
- The use of a widening vocabulary, with some appreciation of the significance of the use of standard English

Key Stage Two

At KS2 we will be building on the language experiences of KS1. Progress should now be characterised by:

- A growing ability to sustain talk, with an increasing appreciation and use of the vocabulary of standard English
- An increasing ability to adapt talk to different purposes and audiences
- The effective use of a developing vocabulary
- Increasing sensitivity about when and how to contribute to discussion

We will create favourable conditions for good speaking and listening by planning opportunities where all children should:

- Feel able to talk. Talk should be made easy, so that children develop confidence in themselves, their ideas and their ability to communicate. This confidence can be encouraged by devoting time to listen when they are working as individuals or as members of a group.
- Have something to talk about. Each of the following suggestions would provide a focus for discussion and a reason to consider the language needed to make a contribution effective.

Children could :

- Report on events, past or present, or predict those of the future
- Talk about books, stories or poems
- Explain how things happen and why
- Give instructions to individuals or groups
- Collaborate with others and present the findings as informed opinions to large or small groups
- Reflect, in words, on the experience of others, as well as themselves to gain a greater understanding of a situation
- Have experience enriched by being provided with opportunities for imaginative play or drama
- Be provided with opportunities to talk informally in pairs or small groups
- Talk in teacher led, not teacher dominated groups
- Talk to other adults
- Talk or perform in front of an audience

Children should be given opportunities to become an active, involved listeners otherwise there is a danger that they will not learn to listen. They enjoy listening to :

- Stories and poems
- Short film clips
- Music
- Assemblies
- Visiting speakers

Speaking, listening and collaboration form part of the curriculum in all subject areas.

Amongst activities planned for are:

- Think-Pair-Share
- Envoys
- Jigsaw
- Freeze Frames
- Conscience Alley
- Hot-seating
- Circle time
- Philosophy for Children
- Mathematical problem solving

- Group science experiments
- Learning Challenge Curriculum

EQUAL OPPORTUNITIES

We will ensure equal access to the curriculum for Speaking and Listening, regardless of gender, race and ability.

- Differentiated support will be provided to children who speak English as an additional language.
- Children with specific speech and/or auditory problems will be identified and specialist help will be sought when appropriate
- Children should work in a variety of groups to develop the full range of speaking and listening skills.

RESOURCES

All adults should have access to a range of materials that can be used to promote different types of talk. Activities should be planned with include co-operative learning in the programmes of study which the children follow.

ASSESSMENT

A variety of social groups and learning contents will need to be made to provide evidence of a child's growing ability as a language user. The skills to be assessed include:

- Listen attentively
- Respond appropriately
- Narrative, describe, report
- Explain, instruct, interpret
- Initiate conversation
- Contribute to discussion
- Speculate
- Clarify or explore an issue
- Give an informed opinion
- Evaluate
- Persuade, argue a case
- Encourage contributions from others
- Summarise
- Use a widening vocabulary
- Perform in front of an audience

Progress in each of these areas should be characterised by :

- A growing ability to sustain talk
- The use of widening vocabulary
- An understanding of the significance and use of standard English
- An understanding of the demands of different social contexts, from small group informal situations to large, more formal occasions

Children will be assessed according to National Curriculum expectations. They should also be involved in this assessment process, so that they develop an increasing awareness of themselves as both speakers and listeners.

Intervention

Children who require additional support in spoken language can access a range of interventions including: Wellcome, Early Talk Boost, Talk Boost and Talking Partners. Further specialist intervention and support will be provided by external agencies.

Parents will be encouraged to see the value in time spent talking and listening to their children. They will be helped to see how speaking and listening skills enrich the skills of reading and writing.