

# St. Matthew's C of E Primary School Policies

St. Matthew's 

## **Our Policy:** Speaking & Listening

**Approval Date:**  
**Review Date:**

## **ST. MATTHEW'S C.E. PRIMARY SCHOOL**

### **SPEAKING AND LISTENING**

#### **INTRODUCTION**

Speaking and Listening is an aspect of English, which is a subject within the National Curriculum. This policy sets out the nature, purpose and implementation of Speaking and Listening at St. Matthew's C.E. Primary School. The policy was developed after consultation with teaching staff. The Headteacher and the English Subject Lead have responsibility to ensure that all staff are implementing the policy.

#### **RATIONALE**

We understand that spoken language skills of speaking and listening form the foundations of children's learning and development. Speaking and listening are necessary basic skills in everyday communication. We speak and listen more than we read and write. We need to develop these skills wherever possible, and as well as possible. Spoken language provides children with the ability to confidently articulate their ideas and opinions, with thought and purpose, as well as enables children to listen and consider alternative viewpoints. These key skills underpin their readiness for later life and therefore we provide regular opportunities to develop communication skills in varied and challenging ways. Speaking and listening are not taught as discrete subjects, but are embedded in all aspects of school life, across the curriculum and are part of everything we do.

#### **AIMS**

- To help children articulate their thoughts, feelings and opinions in order to express themselves and communicate effectively with others.
- To raise the standard use of subject vocabulary and language across the curriculum.
- To familiarise staff in the techniques necessary to raise the standard of speaking and listening.
- To provide opportunities for children to explore the differences between spoken and written language.
- To encourage the children to enjoy speaking and listening and develop their confidence.
- To develop children's oral and auditory skills to reinforce and extend writing and reading skills.
- To make eye-contact when speaking and when listening to show respect and consideration towards one another.
- To learn respect and integrity, valuing each other's thoughts, opinions and ideas.

In order to meet these aims we must:

- Enable each child an equal opportunity to succeed.
- Build on the language children 'bring to school'.
- Show respect for accent, dialect and home language.
- Show respect for children's means of communication.
- Make allowances for the use of communication aids as appropriate.
- Model correct language with respect.
- Encourage speaking and listening to remove barriers to learning.
- Provide support for all children appropriate to their needs, including SEN, EAL, INA and more able learners.

#### **ORGANISATION AND MANAGEMENT**

All teachers are responsible for the planning of speaking and listening opportunities, both on medium term planning and learning experiences. All staff are responsible for promoting opportunities for speaking and listening in all forms of group and independent work.

#### **THE CONTRIBUTION OF SPEAKING AND LISTENING TO OTHER ASPECTS OF 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' on acid

rain, 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 to discuss 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 an origami book is made.

## **APPROACHES TO SPEAKING AND LISTENING**

### **Across the school**

- 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
- Knowing what makes a good speaker or listener
- Provide a wide range of contexts for speaking and listening
- Provide clearly structured tasks which require pupils to participate in talk
- Sharing roles with the pupils
- Show children how to organise and structure their speech and to use vocabulary to communicate more complex meanings
- Model correct pronunciation and grammar in their own talk and in sensitively correcting children

### **EYFS and KS1**

- Listening and responding to stories, poems, rhymes and songs including examples from different cultures, authors and children's own work.
- Responding to visual/aural stimuli e.g. pictures. T.V. radio etc.
- Discussing and reflecting upon their own work with other children, the teacher and other adults.
- Collaborating with others when planning activities.
- Talking about own experiences in and out of school.
- Telling known stories and reciting poems learnt by heart.
- Collaborative/explorative play opportunities.
- Imaginative play/improvised drama.
- Asking and answering questions.
- Giving and receiving simple explanations.
- Carrying out simple instructions.
- Relaying a message clearly and accurately.
- Philosophy for Children (P4C).

KS1 children will further encounter Standard English modelled by the teacher, media e.g. books, videos etc. as well as through the scheme of work. Many KS1 activities will also be experienced on a more sophisticated level at KS2.

### **KS2:**

- Talking about stories and poems and participating in shared and guided reading and writing activities.
- Listening with greater discrimination to stories, poems, rhymes and songs.
- Contributing individually in class discussion and to wider audiences, representing the views of a group.
- Presenting in front of an audience through group or class presentations to the class, school assemblies and Christmas productions.
- Debates stimulated through Theme catalyst questions allowing children to express opinions and argue points of view.
- Dramas as role play to explore imaginary situations (including hot-seating and conscience alley to understand character's perspectives).
- Philosophy for Children (P4C).

Children in EYFS, KS1, Year 4 and Year 6 also take part in a Christmas production where they have the opportunity to practise and showcase their S&L skills in front of staff and parents.

*Additional support:*

Children who need additional support with their spoken language skills are firstly identified by their teachers. In addition to receiving appropriate differentiation and support whilst receiving in-class teaching, these children will be provided further opportunities to develop these skills tailored to their needs. For example, additional small group communication sessions through Lego Therapy or Nurture Groups. Across EYFS and KS1 (where needed), children are also involved in the Nuffield Early Language Intervention (NELI) to help support their spoken language development. Children who have been identified as having a greater need will be assessed by the SENCo, and further an Educational Psychologist, to decide whether they will need Speech and Language therapy.

### **SPECIAL EDUCATIONAL NEEDS**

We aim to ensure all children can access and participate in their lessons. Children with SEN have individual education plans (IEPs) and personalised provision maps written by their class teachers. These target their specific, individualised needs to enable them to succeed in the classroom. This can include a range of strategies including differentiated work, specific daily/weekly programmes and/or extra support, in class, by teacher or class support. See *Special Educational Needs policy for more information*.

### **ENGLISH AS AN ADDITIONAL LANGUAGE**

We recognise that many of our children speak a language other than English at home which we value and celebrate. Although, we further acknowledge the challenges these children can face in an educational setting and ensure we provide appropriate support so that they can successfully develop their English skills. See *English as an Additional Language policy for more information*. Children for whom English is a second language may be offered extra support in line with their individual needs. International New Arrivals will engage with appropriate language programmes (e.g. Racing to English) as well as, when appropriate, will access the RWI phonics programme.

### **MULTICULTURAL AWARENESS**

It is our aim that children will extend their present experience and develop their powers of imagination and sympathy in the study of literature from a wide range of time and places. In reading, writing as well as speaking and listening, children should have opportunities to explore aspects of personal and cultural identity. Where possible, visiting theatre groups/workshops will be taken from a diverse range of cultural and ethnic backgrounds.

### **EQUAL OPPORTUNITIES**

Irrespective of race, gender or disability all children will receive their entitlement to a broad, balanced and relevant English curriculum.

### **THE ROLE OF PARENTS AND CARERS**

Parents are encouraged to attend class assemblies and dramatic performances, where the power of speaking as a tool for learning is at the forefront.

The importance of oracy is reinforced by setting some homework tasks which involve pupils in speaking and listening, e.g. compiling and completing questionnaires, watching television programmes and giving oral feedback, collecting information for oral history projects.

### **ASSESSMENT AND RECORDING**

Assessment is an integral part of the school's curriculum plan for teaching and learning. We believe assessment plays a key role in ensuring children can achieve their targets. This occurs through immediate in-class feedback which provides children with ownership and understanding of their strengths and areas to improve. Additionally, termly testing enables teachers to adapt plans and target interventions effectively.

For Speaking and Listening needs, children are assessed informally on a day-to-day basis to continually identify children who need further support. Alongside this, children are regularly assessed summatively against their age-related expectations. In EYFS, children are continually observed and assessed against the Early Years Profile and Development Matters criteria in Communication and Language. In KS1 and KS2, teachers assess half termly against the Key Performance Indicators for the child's year group. This indicates whether a child is performing at age-related expected or is working below and may need further support and intervention.

Children with English as an Additional Language (EAL) are further assessed on the English Language Acquisition Steps based on NASSEA EAL Assessment System. These are used until the child is able to be assessed against age appropriate statements. At this point, both NASSEA and statements are used to assess English.

*See the Assessment, Recording and Reporting policy for further information.*

### **ROLE OF THE SUBJECT LEADERS**

It is the role of the English Subject Leaders to:

- Offer support and guidance to all staff in the planning and delivery of English.
- Be aware of new initiatives and disseminate relevant information.
- Monitor planning and delivery of the curriculum to ensure continuity and progression.
- Monitor planning and delivery of speaking and listening opportunities.
- Be responsible for the purchase and organisation of resources.
- Monitor progress of children through work, pupil consultation and assessment trackers.
- Ensure all children are making good progress in the lower progress groups.

### **REVIEW**

This policy will be reviewed on an annual basis by the English Subject Leaders in consultation with all staff and amendments presented to the Governors' Curriculum Committee.

<b>Date of Policy:</b>	<b>September 2024</b>
<b>Date agreed by Governors:</b>	
<b>Next Review Date:</b>	