



SPEAKING & LISTENING POLICY

Review by Head. Noted by SE Cttee	16 th May 2019
Next Review (3 yrs)	Summer 2021

The Vision of St John's CE Primary School, Rishworth

Matthew 5:16 (NRSV)

"Let your light shine before others, so that they may see your good works and give glory to your father in heaven."

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

The School's Aims are:

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values:**

Success. We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

Honesty. We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

Independence. We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

Neighbourliness. We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

Enjoyment. We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

INTENT

Self – We aim to develop articulate and respectful pupils who can speak confidently and put forward their own thoughts, as well as listening to others.

Others – Speaking and Listening are fundamental means of communication and learning; for making relationships, passing on information and developing a shared understanding and respect for different cultures.

Wider world – We believe Speaking and Listening is a fundamental part of communication in an ever more connected world. An ability to not only speak to one another but understand the intention of others is essential, as pupils progress into the next stage of their learning.

THE IMPORTANCE OF SPEAKING AND LISTENING

- 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.

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 will be taught directly, reinforced in other contexts and practiced throughout the curriculum.

In planning to teach speaking and listening, teachers will 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 practicing 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:

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;
- Talk explicitly about speaking and listening.

TEACHING STRATEGIES

Teachers employ a range of teaching strategies that include:

- Modelling different kinds of talk, both in and out of role;
- 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, summarizing, 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 HOUR

- *Shared Sessions* will be used to:
 - 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;
 - Assess children's speaking and listening skills where appropriate.

Resources and curriculum content is selected to ensure that it accurately reflects any changing cultural elements in the school community and that it actively teaches children to value the traditions of cultures other than their own.