



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Speaking and Listening

Date of Policy: June 2023

Member of Staff responsible: Mr Sean Welsh

Review date:

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

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Proud of our achievements

Successful and skilled for life



SPEAKING AND LISTENING POLICY

RATIONALE

At Mickleover Primary School we believe that 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 because 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.

INTENT

Our aims for all children at the Mickleover Primary School are to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts.
- Listen to the views, opinions and ideas of others with increased interest.
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience.
- Respond to questions and opinions appropriately.
- Ask questions with increasing relevance and insight.
- Have an interest in words and their meanings with a growing vocabulary.
- Listen actively in discussion, making contributions and asking questions.

IMPLEMENTATION

Due to the nature of Speaking and Listening, children at Mickleover Primary School are encouraged to develop and enhance their communication skills across the whole curriculum.

According to the National Curriculum (2014) children should be able to:

- Listen and respond appropriately to adults and peers.
- Give well-structured descriptions and explanations.
- Ask relevant questions to extend their understanding and build vocabulary and knowledge.
- Articulate and justify answers, arguments and opinions.
- Gain, maintain and monitor the interest of the listener(s).
- Maintain attention, 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 and debates.
- Select and use appropriate registers for effective communication.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events.

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- Participating in discussion and debate.
- Talk for writing.
- Retelling stories and poems.
- Expressing opinions and justifying ideas.
- Listening to stories read aloud.
- Presenting ideas to different audience.
- Taking part in school performances.
- Responding to different kinds of texts.
- Talking to visitors in school.
- Listening to ideas and opinions of adults and peers.
- Role-play and other drama activities across the curriculum.
- Create, share and evaluate ideas and understanding through drama and role play.

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in reading sessions. Spoken Language is a focus across the curriculum and across the school day in a variety of settings. Speaking and listening activities are carried out across the curriculum.

Speaking and listening are the focus of the teaching such as reciting and performing; presenting book reviews or character profile; presenting persuasive speeches on a particular themes (debates); organising an interview with an 'expert', considering the role of the questioner, the range of questions to ask and the pace of the interview.

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 or explaining how to solve a two-step word problem in maths.

IMPACT

Through the delivery of our Speaking and Listening curriculum all children at MPS will have the opportunity to develop a high level of vocabulary to communicate confidently in a range of contexts and for a variety of audiences. This will be evident in their spoken and written work. Children will leave MPS articulate, being able to listen and communicate in a range of situations ready for secondary school and in later employment.

Speaking and listening skills are assessed against the key skills set out in the National Curriculum for English. Teachers should make informal notes throughout the year, some of which may be made in the children's individual Personal and Social Health Education (PSHE) record. Any concerns must be passed on when children move to another class. In the Foundation Stage children are assessed against the Early Years profile statements and are given a score in Language for Communication and Thinking.