



Emmaville Primary School

Speaking and Listening Policy

Speaking and Listening Co-ordinator: Debbie Hamilton

Rationale

Emmaville Primary School believes in the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. It underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Emmaville's Speaking and Listening curriculum is built on National Curriculum coverage and throughout their time at Emmaville, pupils will gain experience of speaking and listening in a wide range of contexts and for a wide range of purposes and will have developed their knowledge and confidence.

Aims and Objectives - Intent

- To listen carefully and understand in order to engage with what others are saying.
- To develop a wide and interesting vocabulary, which is rich and sophisticated, with which to express oneself.
- To speak with clarity, being aware that an audience needs to understand what is being said.
- To tell stories with structure and understand how to keep an audience engaged through structured speech.
- To hold conversations and debates, understanding how to engage with others.

Approaches to learning - Implementation

At Emmaville, speaking and listening opportunities are an integral part of learning across the curriculum. Pupils are actively encouraged to listen carefully to their teacher and peers in order to understand what is being said. Throughout a lesson, pupils are frequently required to ask or answer questions with their learning partner, to explain concepts or methods and to share their ideas. Pupils are encouraged to use particular sentence stems or vocabulary to develop and expand their explanations regarding their learning. They also work in groups and build the speaking and listening skills that this requires as they progress through the school. Where possible, when other educators come into school to complete activities with the children or when children go on educational visits, they are given the opportunity not only to listen, but to speak to these adults, share their own thoughts or ask questions.

We want the children to acquire the following key skills (as detailed in Intent above):

- To listen carefully and understand in order to engage with what others are saying.
- To develop a wide and interesting vocabulary, which is rich and sophisticated, with which to express oneself.
- To speak with clarity, being aware that an audience needs to understand what is being said.
- To tell stories with structure and understand how to keep an audience engaged through structured speech.
- To hold conversations and debates, understanding how to engage with others.

A variety of teaching methods best suited to activities and interests of the pupils will be used. These will include:

- Presentation by teacher including story telling;
- Learning to say a story, or other text, out loud with actions as part of the Primary Writing Project;
- Orally rehearsing a sentence before writing it;
- Once complete, reading our story out loud;
- Discussion and debate;
- Question and answer;
- Each one teach one cards and other active learning methods;
- Individual, pair and group discussions;
- Listening to television, radio, video, film;
- Role play and drama;
- Listening to and speaking with adults who teach us on educational visits and visitors to our school;
- Speaking and listening at weekly celebration assemblies in front of staff and Peers;
- Speaking and listening during annual class assemblies in front of peers, parents

- and staff;
- Speaking and listening during annual productions in years R, 2, 4 and 6 in front of peers, parents and staff;
 - Speaking and listening to other educators when on educational visits;
 - Listening and asking and answering questions at Open the Book assemblies and Prayer Space;
 - Speaking and listening at lunchtime, where tables are arranged to encourage conversation;
 - Speaking and listening at playtimes, where our buddy system supports play with children they might not otherwise play with;
 - The opportunity to take part in Emmaville's Got Talent and perform in front of a large audience.

Emmaville's approach to learning will, provide opportunities for all children to develop as speakers and listeners with skills that transfer across the curriculum.

Early Years Speaking and Listening Curriculum - Implementation

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to listen, understand and speak clearly. The activities given to children in the Early Years are presented through a cross-curricular approach that aims to develop children's learning across a range of key learning areas. The children are introduced early to the Primary Writing Project which supports and develops each of the key areas of the Early Learning Goals in Speaking and Listening. The children thrive during the process of learning the stories orally with actions, which in turn promotes their innovated story telling.

Speaking and Listening Goals in the Early Years are:

Listening and attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Key Stage 1 and Key Stage 2 Speaking and Listening Curriculum - Implementation

The speaking and listening curriculum has been developed in line with the National Curriculum and following ideas from Chris Quigley's Essential Curriculum.

The curriculum design is based on evidence from cognitive science and is underpinned by three main principles:

- Learning is most effective when there is spaced repetition, the children will have opportunities to acquire speaking and listening knowledge and skills and to practise and build upon these over a period of time.
- Repetition, for example - use and definition of a new word, aids long-term retention.
- Retrieval of previously learned vocabulary or sentence structure is frequent and regular, which increases both storage and retrieval strength.

The speaking and listening curriculum is divided into six strands that run across each key stage. These concepts are:

- To listen carefully and understand in order to engage with what others are saying.
- To develop a wide and interesting vocabulary, which is rich and sophisticated, with which to express oneself.
- To speak with clarity, being aware that an audience needs to understand what is being said.
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Assessment - Impact

The way in which we have designed the speaking and listening curriculum is to help the pupils to meet the attainment goals, known as milestones. As learning is a change to long-term memory, it is impossible to see impact in the short term and we believe that sustained mastery takes time. The milestones describe attainment at the end of a two-year period. We compare pupil's progress over time against these milestones, assessing the impact.

Milestone 1 - at the end of Key Stage 1

Milestone 2 - at the end of Lower Key Stage 2

Milestone 3 - at the end of Upper Key Stage 2

The Role of the Co-ordinator

- To take the lead in curriculum development in consultation with the headteacher, staff and governors;
- To monitor the teaching of speaking and listening in the school, ensuring that there is sufficient coverage and progress in the subject;
- To lead curriculum meetings;
- To attend relevant speaking and listening network meetings and courses;
- To support staff by providing information on training;
- To ensure that there are appropriate resources to support the speaking and listening curriculum.

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