

Greens Norton C of E Primary School



The Policy Statement for Speaking and Listening

Approved by

Introduction

This policy outlines the purpose, nature and management of the teaching of speaking and listening in our school.

The ability to express themselves confidently in an appropriate manner and to listen carefully are essential life skills that children need to develop. They are also essential to the emotional development of the child. Relationships are established inside and outside school through the ability to communicate thoughts, ideas and feelings. They are also fundamental to learning in all areas of the school curriculum.

Aims

The following aims apply to all children regardless of factors such as gender, race, religion or background.

- To develop a positive attitude to speaking and listening and use language confidently
- To be able to speak in a range of contexts and adapt what is said and the way it is said to suit different situations, purposes and audiences
- To be able to respond appropriately to others, thinking about what has been said and the language used
- To be able to talk effectively as a member of a group
- To be aware of the characteristics of standard spoken English and understand that language varies through dialect

Entitlement

The National Curriculum programme of study statements of Speaking and Listening form the basis of teaching in each key stage.

Children entering school in reception will have had a range of experiences of speaking and listening. Each child is an individual with his or her own experiences, personality and ability. The children's command of speaking and listening will vary considerably within the class.

The early learning goals enable children to use language to imagine and recreate roles and experiences, to listen and respond to conversation, requests or instructions and to interact with other children during play.

At Key Stage 1 children should:

- Speak clearly, fluently and confidently to different people

Teaching focuses on the need for clear diction, choosing words with precision, organising thoughts, focusing on the main point(s), inclusion of relevant detail and taking into account the needs of listeners.

- Listen to, understand and respond to others

Teaching focuses on sustaining concentration, remembering specific points, making relevant comments, listening to others' reactions, asking questions to clarify understanding and identifying and responding to sound patterns in language, e.g. rhyme and alliteration.

- Join in as a member of a group

Teaching focuses on taking turns in speaking, relating a contribution to what has gone on before, taking different views into account, extending ideas in the light of discussion and giving reasons for opinions and actions.

- Participate in a range of drama activities

Teaching focuses on using language and to explore situations, characters and emotions, creating and sustaining roles and commenting on drama.

- Begin to appreciate the significance of standard English

Teaching focuses on finding out about the main features of spoken standard English.

At Key Stage 2 children should:

- Speak with confidence in a range of contexts, adapting their speech as appropriate

Teaching focuses on:

- using vocabulary and syntax to communicate more complex meanings
- how to gain and maintain audience interest
- how to structure what is being said

- how to speak audibly and clearly
- Listen, understand and respond appropriately to others

Teaching focuses on how to:

identify key points

ask relevant questions to clarify, extend and follow up ideas

identify key features of language used for a specific purpose e.g. to persuade or instruct

respond to others appropriately

- Talk effectively as a member of a group

Teaching focuses on how to:

- make relevant contributions and take turns
- vary contributions to suit the activity and purpose
- qualify or justify an opinion
- deal politely with opposing views
- take up and sustain different roles

- Participate in a wide range of drama activities

Teaching focuses on how to:

- create, adapt and sustain different roles
- use character, action and narrative
- use dramatic techniques to explore characters and issues
- evaluate performances

- Understand and use the grammatical constructions characteristic of spoken standard English.

Teaching focuses on learning and applying this knowledge in a range of contexts.

Implementation

When planning schemes of work teachers make reference to the National Curriculum Programme of Study and implement its objectives.

Children are organised so that they are given many and varied opportunities to develop their knowledge, skills and understanding of speaking and listening. In particular they are encouraged to develop their awareness and skills individually and in groups of varying sizes.

All children are encouraged to develop an awareness of audience by being given opportunities to speak in group activities and to the school in class assemblies. They participate in a variety of whole school performances.

Staff take every opportunity to engage in conversation with individual children and aim to listen attentively and offer children appropriate responses, enhancing their conversational skills.

A variety of appropriate teaching styles are employed within the classroom to develop children's speaking and listening.

Children experience visiting speakers, workshops and performances and are taken to local performances and musicals when appropriate.

Numerous opportunities throughout each year are found for role play and drama.

A particular emphasis is placed on developing the listening skills of reception class children. Structured play is used to encourage the development of speaking and listening. They are involved in role play in the home corner, learn nursery rhymes and build up a repertoire of stories, poems and traditional tales.

Children have the opportunity to respond to stories from other cultures.

A range of resources are used as appropriate, although no specific commercial scheme is used.

More Able Child

Teachers will provide opportunities for more able children to further develop their speaking and listening skills. This may be done by providing the children with speaking and listening situations and activities which will challenge and develop their abilities and by the teacher using appropriate prompts and questions.

Special Educational Needs

Children with learning difficulties in reading will be given appropriate help and support within the classroom. Additional support and advice is available from our Special Needs Co-ordinator and specialist support from a speech therapist may be sought if appropriate. For those children encountering more severe problems, specific programmes are implemented in line with our school's special needs policy and the Code of Practice.

Assessment, Evidence and Record Keeping

Assessments are made in line with the schools assessment policy.

Background Documentation

This policy was formulated with reference to the National Curriculum Programme of Study for Speaking and Listening.

The school policy for speaking and listening reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body. This revised policy was approved at the November 2002 meeting of the governors.