



Burton Leonard Church of England (VC) Primary School

Speaking and Listening Policy

Aims and objectives

The aim of teaching speaking and listening here at Burton Leonard School is to encourage children to speak freely and with confidence in a variety of situations. We also encourage children to listen to others effectively and respectfully with growing attention, concentration and understanding.

The objectives of teaching speaking and listening in our school are:

- To ensure full coverage of the current Government guidelines for English across all key stages across our creative curriculum.
- To provide a range of stimulating opportunities for talk for learning across the curriculum.
- To give children the opportunity to speak and listen in relaxed pair, group or class situations.
- To encourage children to speak clearly, confidently and fluently to different people.
- To encourage children to listen, understand and respond to others appropriately.

Curriculum planning for speaking and listening

Current Government guidelines are used as a scheme of work for speaking and listening across all key stages across our creative curriculum.

Speaking

- Children will be encouraged to take into account the needs of the listener, i.e. to talk clearly, give chronological accounts and to distinguish between essential and less important information.
- Children will be taught the conventions of discussion and conversation such as taking turns in speaking and relating their contributions to what has gone on before.
- Opportunities will be taken to extend children's vocabulary and correct use of standard English will be sensitively encouraged.
- Children will be taught how speech varies in different circumstances, i.e. in more formal situations.

- Children who are competent and confident speakers will be given opportunities to demonstrate and further develop their skills. Children in Years 5 and 6 have the opportunity to participate in the annual NYCC debating competition.
- ECAT assessments are used to identify areas of difficulty and to support children in developing their speaking and listening skills.
- Appropriate intervention will be made to support children with speech difficulties. Early identification will be noted, parents contacted and referral made to outside agencies if necessary.

Listening

- Children will be encouraged to appreciate and respect the contributions of others.
- Children will be encouraged to listen with growing attention, concentration and understanding.
- Children will be encouraged to respond appropriately and ask questions to clarify their understanding.
- At Key Stage 2 children will be encouraged to justify what they think after listening to others' opinions and deal politely with opposing points of view.

Talk Partners

- Children across school have a talk partner in their class. They have cross curricular opportunities to practise and improve their speaking and listening skills on a daily basis with their talk partner.
- Children work with peer mentors in class to discuss, edit and improve their work.

Drama

- Children will be encouraged to present drama and stories to others in class and through school productions presented within the community.
- At all key stages children will be taught how to use language and actions to explore and convey situations, characters and emotions.

The Early Years Foundation Stage

We relate the speaking and listening aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) for :

- Communication and Language: Listening and Attention, Understanding, Speaking
- Literacy : Reading and Writing

Inclusion

- At our school we teach speaking and listening to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our teaching of speaking and listening we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents.

Involvement of Parents

- Parents' evenings are held two times a year and parents receive an annual report of their child's progress at the end of each year.
- An open door policy allows parents to ask teachers for advice or support to help their children at home.
- Children are given cross curricular written homework tasks which reflect their learning in school.
- Parents are asked to support their children in learning poems for our poetry recital days and their words for taking part in school performances.
- Parents support Year Five and Year Six children prepare to take part in the annual NYCC debating competition.
- Parents are invited to our Celebration Assembly to celebrate children's achievements across the curriculum. This is held in school every Friday.

Assessment for learning

- Children demonstrate their ability in speaking and listening in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are encouraged to peer assess, self-edit and make judgements about how they can improve their own work.

Monitoring and review

- In light of the National Curriculum 2014, our internal tracking system records those children termly who are emerging, developing, expected and exceeding national standards. Progress made by each child is recorded termly using our internal tracking systems for each year group and is inputted onto our school tracking system. Data is analysed and follow up pupil progress meetings are held to inform further learning needs. This tracking information is held by the class teachers and the Head teacher. Each teacher passes this information on to the next teacher at the end of each year.

- It is the responsibility of the English subject leader to monitor the standards of children's work and the quality of teaching in speaking and listening. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for history in the school. The subject leader evaluates strengths and weaknesses in speaking and listening, and indicates areas for further improvement. The subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, and visiting classes to observe teaching of speaking and listening.
- The English subject leader, in agreement with colleagues, will update speaking and listening resources as appropriate.

Subject Leader – Mrs Dawn Leader
English Governor – Mrs Karen Fallis

Adopted Spring 2017
Next review Spring 2019



Amanda Tounson