

Redmile Church of England Primary School



English Policy: Speaking and Listening

Introduction

All learning takes place through the use of language. This gives English a special place within the National Curriculum. This policy outlines the purpose, nature and management of the learning and teaching of speaking and listening at Redmile CE Primary School.

The school policy for English reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing body.

The implementation of this policy is the responsibility of all teaching staff.

Rationale

Speaking and listening are necessary basic skills in everyday communication. We speak and listen more than we write and read. We need to develop their skills as well as possible.

Speaking and listening are not taught as discrete subjects, but are embedded in all aspects of school life, across the curriculum and are part of everything we do. However, younger children are taught the basic skills of listening and throughout their activities, practise them accordingly.

Our aims are :

- to help children articulate their thoughts, feelings and opinions, in order to express themselves and communicate effectively with others
- to raise the standard of use of subject vocabulary and language across the curriculum
- to familiarise staff in the techniques necessary to raise the standard of speaking and listening
- to provide opportunities for children to explore the differences between spoken and written language
- to encourage the children to enjoy speaking and listening and develop their confidence
- to develop children's oral and auditory skills to reinforce and extend writing and reading skills
- to make eye-contact when speaking and when listening showing respect and consideration towards one another
- to learn respect and integrity, valuing each others thoughts/opinions/ideas, etc

Entitlement

It is important that we:

- enable each child an equal opportunity to succeed (see Equal Opportunity Policy)
- build on the language that children 'bring to school'

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- show respect for accent, dialect and languages children bring from home (their spoken language)
- show respect for children's means of communication
- make allowances for the use of communication aids as appropriate
- not 'correct' but model with respect
- encourage speaking and listening to remove barriers to learning
- encourage the use of 'total communication' and support spoken language through sign language where opportunity allows
- to provide support for all children appropriate to their needs, including EAL and travellers, those with special educational needs or those who are gifted and talented

Implementation

Planning and organisation

All teachers are responsible for the planning of opportunities in speaking and listening; support staff are responsible for promoting opportunities in all forms of group work or independent support.

References to Speaking and Listening will be planned for using the Primary Frameworks (2007) and will be integrated across the curriculum.

When planning, we will try to ensure that the following are encouraged and maximised:

- Every lesson has a speaking and listening opportunity
- A variety of strategies utilised across the curriculum
- Classroom management allows for room layout, flexibility, support, strategies and different groupings
- Working with others, from one partner to larger groups and with anyone in the class
- Assertive use of language to express own views / opinions/ feelings
- Confidence in expressing themselves - different voices for different purposes will be developed
- Listening for a purpose – ability to reflect on information heard, is promoted
- Speaking in different settings with varied audiences, is maximised
- Asking purposeful questions and listening to answers given

Teaching opportunities

Throughout the curriculum, there will be:

- Plenty of opportunities for children to explain and evaluate the work they have done, either individually, in pairs or as part of a group
- Opportunities for children to develop skills of analysis, debate, reflection recount and story telling
- Opportunities for evaluating each other's work, e.g. strengths/weaknesses, make suggestion for improvement and to ask for support in their work
- Sufficient time allowed for children to think about and answer questions
- Opportunities to participate in a range of speaking and listening focused practical tasks, e.g. hot-seating, Tunnel of Thoughts, Mantle of the Expert

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Samples of cross-curricular links

PSHCE/RE

- Participation in assembly
- Develop respect and understanding for accents, dialects and languages and to provide all sorts of discussion and equal opportunities e.g. through watching video-clips, receiving visitors, research in the community
- Accept verbal 'criticism', empathise views of others, respectfully listen and talk to others, e.g. through role play, 'R'/Circle Time
- Provide opportunities to explore moral and social issues, e.g. acting out Bible stories, class debates

PE

- Listening to and following instructions
- Responding to the whistle in games
- Calling for the ball; team talk/encouragement

ICT

- Presenting a PowerPoint Presentation to the class/whole school
- Work with a group to control the floor turtle
- Using the Interactive Whiteboard during whole class demonstrations

Special Educational Needs (SEN)

All children will have an equal opportunity to access the curriculum (see Equal Opportunity Policy/SEN policy.) No child will be excluded from participation in any activity on the basis of their learning difficulty, unless it causes them undue distress and/or prior consultations with parents deem it appropriate.

Some children, who may be experiencing difficulties, may be taught in groups (often in a quiet area outside the classroom) or for those with specific learning difficulties, TA/NN/external support may be needed to work with children on an individual basis.

We will work closely with all outside agencies, e.g. speech and language therapists, as necessary and at no point will a child be refused permission to attend therapy off-site during school time. Suggested activities to promote speaking and listening will form part of the child's IEP and we will work closely with parents to ensure that progress towards meeting the targets are made.

Parental involvement

We endeavour to involve parents in their child's learning through regular communication and opportunities to come in to school, for example: sharing books with children, assemblies, cooking, school performances, Parent Forum.

In addition, we promote speaking and listening by encouraging the following activities at home:

- Encouraging parents to sing, tell stories, point things out, play games alongside their child, imaginary play
- Encouraging parents to talk about reading (e.g. using the extended stories in back of ORT book, which has ideas for questions)

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- Asking parents to help their child learn lines for a school play
- Homework - oral e.g. collecting stories, interviewing, asking about past
- Encouraging parents to take part in oral homework - e.g. listening/watching a newsreader, listening to their child rehearse lines for a school performance or presentation

Resources

- Tape recorders for recording the product and process
- Microphone and amplifier
- ICT programs, including headsets
- Listening centre with headsets and taped stories
- TV and video, TV and DVD with programmes
- All rooms have a CD player
- All classes have an Interactive Whiteboard and software
- Visits from Theatre groups / story tellers
- Visitors who the children can interview / question / listen and respond to
- Collaborative activities e.g. writing, computers, group texts, plays, whiteboards, artefacts, story boxes/sacks, puppets, miniature play equipment, role play areas (shop, café, office, travel agent, castle, etc.)

Assessment and Monitoring

Staff will continually monitor the children's progress in Speaking and Listening using the guidelines of the Literacy Framework. Personal records of achievement will be maintained by teachers and Teacher Assessments will be made at the end of each academic year.

Self-evaluation will be encouraged (their own and each others achievement/ participation) giving verbal feedback and/or written depending on the age/ability of children or context of the lesson. Respect for others and integrity will be nurtured.

Teachers will inform parents in the child's Annual School Report progress and attainment in speaking and listening.

Areas for development

- To ensure speaking and listening is identified on all medium term plans for literacy and numeracy
- To ensure the speaking and listening needs of 'disabled pupils' (as defined by 2005 Disability Discrimination Act) are being met and are included in our Provision Map.
- To review and trial the new APP grids for speaking and listening (2010).