

Long Lawford Primary School

Speaking and Listening Policy

High quality talk leads to high quality literacy.

“Children’s ability to speak and listen is fundamental to their language development, learning in school and to social development...School provides new contexts for talk that demand new and greater oral skills. However, simply providing contexts for talk is not sufficient to ensure development of speaking and listening. As with reading and writing, direct teaching of the skills involved is important.” *Teaching Speaking and Listening at Key Stages 1 and 2, QCA 1999*

Aims:

Foundation Stage

In our school nursery, we incorporate the early learning goals into our planning and teaching, which ensures that pupils:

- **Use language to imagine and recreate roles and experiences**
- **Develop active listening and response**
- **Interact with others in play**
- **Use language to ‘get things done’**
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At Key Stage 1

We build on pupils’ prior learning in speaking and listening.

We:

- **Encourage pupils to speak according to the context, with consideration for their audience**
- **Develop pupils’ ability to use language imaginatively**
- **To express their ideas and feelings when working in drama activities**
- **Teach pupils to work effectively and collaboratively in groups****
- **To join in discussions, making relevant contributions**
- **To listen carefully and actively**

At Key Stage 2

We build on pupils' attainment and speaking and listening experiences at Key Stage 1

We:

- **Develop pupils' ability to speak in a range of contexts with increasing sense of audience and purpose**
- **Encourage more sophisticated interaction in groups**
- **Develop pupils' ability to respond appropriately to others**

How we teach Speaking and Listening

We use the QCA Guidance – *Speaking, Listening, Learning:*

Working with children in Key Stages 1 and 2

a) *Handbook*

b) Teaching objectives and classroom activities

Whilst we recognise that Speaking and Listening is implicit to the NLS objectives, we also must teach it explicitly in its own right to ensure coverage of the National Curriculum order for English 2000.

Speaking and Listening is not and should not be simply a by-product of literacy and other subject areas.

An explanation:

Different ways that we can develop speaking and listening skills:

- As stand alone activities
- As planned activities to complement literacy/other curricular activities
- As by-products (unplanned)

Planning – objective-driven (*Speaking, Listening, Learning: Teaching objectives pp5-19*)

In our teaching pupils should have opportunities to use talk to:

Ask questions, explain, inform, persuade, argue, dispute, disagree, negotiate, clarify, analyse, share, hypothesise, evaluate, predict, comment, think aloud, explore ideas, interview, report, describe, narrate, present, express and justify an opinion, express feelings, discuss, develop an idea, collaborate, make decisions, compare, reason, reflect, criticise, suggest, answer, demonstrate, summarise, encourage the views of others, recite and read aloud, role-play.

Approaches to teaching:

- As outlined in teaching sequences (p 21)
- Detailed lesson plans (pp22-63)

Progression

- As outlined in the handbook pp23-27

Equal opportunities (to include SEN/G and T pupils)

Children should work in a variety of groupings to develop the full range of speaking and listening skills.

For example:

Mixed gender/same gender/mixed ability/same ability/friendship groups/mixed ethnic/same ethnic groups/older with younger children etc

Managing speaking and listening:***Group size is an important issue to consider:***

The National Oracy Project found four to be the best group size, but beginning work in a pair will often bring about the best outcomes.

Consider using these techniques for grouping:

Think-Pair-Share

Envoys

Jigsaw

Rainbowing

(an outline of how to manage these and other techniques is in the Primary National Strategy)

There are also many ways to develop drama

Freeze frames

Conscience alley

Paired improvisation

Hot-seating

(an outline of these and other techniques is also included in the Primary National Strategy)

Assessment

Assessment will be linked to the termly objectives for each year group as outlined in the Speaking, Listening, Learning: working with children in Key Stages 1 and 2.

Monitoring

Termly monitoring will be performed by the Literacy Manager and the Senior Management team.

Examples of extra curricular activities that provide opportunity for developing speaking and listening:

- Drama Club open to years 3, 4, 5 and 6
- Each Key Stage Christmas Production
- Annual end of Year 6 Assembly
- Year 5 and 6 show visiting parents and children around the school
- Visiting speakers in Assembly

Resources:

Tape recorders

Microphones

Camcorder

Puppets

Story-making props

Costumes/props

Playscripts

Story-tapes

Whiteboards and pens

S.E.N. Provision:

Refer to relevant policy

Policy Date:Spring Term:2005

Policy Review:Spring Term 2008

