



Date	Governor minute Number	Amendment	Signed

St Oswald's C.E. Primary School

Speaking and Listening Policy

'Learning and Growing Together'

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect and Honesty.

We nurture the tiny seeds which grow into the mighty tree as Jesus describes in the Kingdom of Heaven as individuals and the community so that we can provide for others (Parable of the Mustard Seed- Matthew 13)

Learning-

we develop our wisdom, knowledge and skills

Growing-

in our character development, hope, aspiration, resilience and social action

Together-

so our community can live well together, showing dignity and respect.

We believe speaking and listening to be fundamental to the achievement of the children at St Oswald's C.E. Primary School through all activities that go on in the classroom and other learning environments: the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extracurricular activities and the whole ethos of the school. Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. As a staff, we therefore foster good communication amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst our pupils.

Intent

It is our intent that children should become fluent and confident communicators, increasingly matching their style and responses to their purpose and audience. The skills of speaking and listening are therefore included in the key expectations for each phase.

Children should:

- Be encouraged to speak with confidence, clarity and fluency
- Recognise the value of listening
- Be encouraged to have the self-esteem to be confident in the value of their own opinions and to be able to express them to others
- Be able to adapt the use of language for a range of different purposes and audiences, including using Standard English
- Learn to converse, sustain a logical argument and respond to others appropriately
- Be encouraged to concentrate, interpret and respond appropriately to a wide range of listening experiences
- Be prepared to be open-minded, to value the contribution of others and to take account of their views
- Appreciate the diversity of languages, dialects and accents in the school and value the experience and contributions of children with a wide variety of linguistic backgrounds
- Develop empathy

Implementation

Good speaking and listening are fundamental to good learning. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. The skills of speaking and listening are the foundation for the development of the higher order skills of group interaction and discussion, or collaboration.

Speaking, listening and collaboration form part of the curriculum in all subject areas.

Amongst the activities planned for are:

- Circle time
- Show and tell
- Story time
- Guided reading

- Preparation for writing
- Visiting speakers
- Brainstorming ideas
- Giving and receiving instructions
- Paired work on the computer
- Practical maths activities
- Problem solving in Maths
- Group science experiments
- Constructions in DT

We recognise the importance of verbalising thoughts as a means of learning and plan for children to have opportunities to discuss and formulate their ideas before committing them to paper. These opportunities can take place in a whole class situation, with a partner, or in a small group.

Children spend a large amount of time in school outside of taught lessons and we are keen to promote opportunities to develop their speaking and listening skills at all times. Some of the ways in which we aim to develop these skills are through:

- Collective Worship
- School council meetings
- Enrichment events

We stress the integration of the skills of speaking, listening, reading and writing, drama activities are used throughout the school in Literacy units and across the curriculum. These range from using hotseating to develop insights into character, through to scripting and performing plays. In RE the pupils are encouraged to give their thoughts and opinions about religion, belief and cultures.

Assessment (Impact)

We assess the children's speaking and listening skills using the Whole School Progression Map. Pupils who have been identified not working at the expected level for Speaking and listening will be given specific focused interventions.

In EYFS Speaking and listening is assessed as a specific stand and this goes toward the child achieving GLD.

In Key Stage 1 and Key Stage 2 each class has a folder which is highlighted termly and children are identified who require additional input and intervention. This is then passed on each year. (See Appendix A)

Interventions are timely and focused. These can be done in the class, with the Family Resource worker or as a specific focused 20 minute intervention.

At St Oswald's we use the following interventions to support pupils who need additional input into developing their speaking and listening skills;

- Talk Boost

- Every Child a Talker (ECAT)
- Nuffield Early Language Intervention (NELI)
- Think Pair Share techniques
- Talking Partners
- Time to Talk
- Early Communication skills
- Black Sheep Nursery Narrative
- Language Land

Special Educational Needs

As a school the SENDCo works closely with the class teachers who have identified pupils who require additional support with speech and language and speaking and listening. Advice from outside agencies is taken to support individual children's needs through following speech and language therapy plans and IEP's.

Cross Curricular links

It is essential that Speaking and Listening links across all the curriculum areas. Each Subject leader has identified skills and vocabulary needed across each year group and this is highlighted on the subject leader's progression grids shows a clear progression.

Links to other Policies

EYFS Policy

All Subject Policies: Reading, Writing, Maths, History, Science, Physical Education Geography, Art, Design technology, Computing, Religious Education, PSHRE, MHWB.

Collective Worship Policy

Policy Review

This Policy will be reviewed annually

