

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all it's fullness

Encourages, Justice, Love, Wisdom, Forgiveness, Thankfulness, Self-Discipline, Hope, Humility

Speaking and Listening Policy November 2023

- A school that enables us to develop our character
- A place to learn 'People Skills' to prepare us to become good citizens
- A creative, inspiring school

“My dear brothers and sisters take note of this; everyone should be quick to listen, slow to speak and slow to become angry” James 1:19

St John the Baptist Primary School Speaking and Listening Policy

Intent

'Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.'

The National Curriculum in England 2014

Whole School Approach

Please note the following important points:

1. Opportunities for speaking and listening will vary between year groups.
2. All opportunities for speaking and listening should be inclusive.
3. Approaches to teaching speaking and listening will be progressive.
4. Opportunities for speaking and listening are taught within other subjects as well as explicit English lessons.
5. Encouragement and modelling is essential.
6. Expectations for speaking and listening opportunities are communicated, modelled and shared with the children, including clear and correct pronunciation.

Aims

As a school our aims in teaching speaking and listening skills are that the pupils will be able to speak clearly, and as they get older, to develop and sustain ideas in talk.

- Recognise the difference between formal and informal language and how or when it should be used appropriately
- Recognise how accent and dialect affect grammar and spoken word.
- In listening, we aim for children to become attentive listeners, developing their analytical skills.
- We want children to take part in group discussions, making contributions, listening to others and working collaboratively.
- In drama, we aim for children to express their ideas, take on roles and perform to others using verbal and non-verbal communication.
- Support any individual children with speaking and listening difficulties.
- Teach children appropriate subject specific vocabulary and speaking and listening skills to enable them to acquire knowledge and understanding of subjects across the curriculum.
- Present children with the opportunity to see, hear and respond to stimulating material in a variety of media.
- All adults within the school will be aware of the need to provide appropriate models of language when addressing members of the school community.
- Be aware of and meet the needs of children with English as an additional language.
- For children and adults working with them, to demonstrate active listening behaviours eg. Looking at the person speaking, giving appropriate response gestures without interrupting.

Statutory Requirements of Early Years Foundations Stage

(Listening)

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

(Speaking)

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Statutory Requirements of Spoken Language Years 1-6

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop and understanding through speculating, hypothesizing, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Implementation

Before entering school, the majority of children will have been exposed to spoken word at home and within small group setting (e.g. playgroup). It is expected that these skills are developed and extended in a progressive approach.

At Foundation Stage speaking and listening skills will be taught through:

Phonics lessons
PSED
Whole class guided reading
Songs
Themed role play areas
Show and Tell
Storytime
Speaking area
Rephrasing of sentences
Recall of photos
Recording spoken language on Post It's
Modelling language and correct grammar
Class assembly
Christmas play performance
Whole class teaching, learning and review

At Year One speaking and listening skills will be taught through:

Phonics lessons
Themed role play areas
Whole class guided reading
Phonics lessons
Talk partners
Circle Time
Group talk and feedback activities
Video recording and playback
Class assembly performance
People skills
Christmas play performance
Talking sticks
Story, rhyme, singing and games

At Year Two speaking and listening skills will be taught through:

Phonics lessons
Think it, Say it, Write it, Read it.
Group talk and feedback activities
Talk partners
Circle time
People skills
Performance recital (stories/poems)
Whole class guided reading
Class assembly performance
Christmas play performance
Talking sticks
Story, rhyme, singing and games

At Year Three speaking and listening skills will be taught through:

Show and Tell (refined listening skills by asking questions)
Correcting/paraphrasing children's speech

Phonics catch-up
Drama (cross curricular)
Talk partners
Circle time
Whole class guided reading
Class novel
Class assembly performance
Stories and singing
People skills

At Year Four speaking and listening skills will be taught through:

Talk partners
Random pairs to feedback partners answers
Listening for key words
Themed Show and Tell with refined questions
Writing
Correcting/paraphrasing children's speech
Presentations
Beginning of note taking skills
Circle time
People skills
Whole class guided reading
Responding to and discussing Thought of the Day
Homework performances uploaded the school app
Science unit on sound
Class novel
Class assembly performance
Stories and singing

At Year Five speaking and listening skills will be taught through:

Group/paired reading
Writing
Accent/dialect study
Class novel
Homework performances activities uploaded to the school app
Explicit drama lessons
Group discussion
Talking sticks
RE reflections
Debate
Explicit speaking and listening at register time
SPaG
Note taking
Summer Show
Class assembly performance
Christmas play performance
People skills
Whole class guided reading

At Year Six speaking and listening skills will be taught through:

Talking sticks

Talk partners

People skills

Whole class guided reading

Note taking

Debate

Recitals or speeches

Discussion partners and feedback what partner has said

Responding to Thought of the Day/Week

Following instructions

Summer show

Class assembly performance

Christmas play performance

Class novel

NB All classes will teach skills about what it looks like to be a good listener as part of transition/new class charters and expectations. These will be displayed in classrooms and referenced regularly.

Teaching and Learning

A range of speaking and listening opportunities should be planned in all lessons for all subject areas across the curriculum (see strategies above)

Inclusion

The vast majority of pupils will be able to listen attentively and will learn to speak confidently and accurately. However, some pupils need more support and necessary provision will be made for this in class time with the teacher or another adult.

Personal Education Plans (PEPs) may also be used and advice and guidance sought through the SENco. This may involve extra speech and language plans or support from outside agencies.

Teaching Groups

Speaking and Listening will occur on a one-to-one basis, in small groups and in whole class situations. It may on occasions, involve groupings of children from different year groups. Outside speakers and drama groups are sometimes invited to work with the children in school, and sometimes visits to outside theatre groups are undertaken. During phonics sessions, emphasis will be put on listening to the sounds in words.

Modelling

To enable children to use spoken word and listening effectively, the teacher or adult leader should:

- model the use of both formal and informal language (and make the difference explicit to the children) including us of ‘my turn, your turn’
- Speak clearly and ensure dialect is avoided where possible.
- Use grammatically correct English at all times.
- Offer support to children who do not use spoken word consistently or accurately.

Listening tips for teachers

See appendix for ‘being a good listener’, ‘ideas for improving listening in children’ and the ‘listening skills program’.

Assessment and Recording

Teachers assess spoken language when listening to children and sometimes through their writing. Teachers aim to ensure that when marking written work, comments about grammar and spelling are identified and acted upon.

Role of parents and carers

Parents are encouraged to attend workshops, dramatic performances and demonstration lessons where the power of speaking as a tool for learning is exploited. The importance of oracy is reinforced by setting some homework tasks which involve pupils in speaking and listening, e.g. recording interviews, compiling and completing questionnaires, preparing talks, watching television programmes and giving oral feedback and collecting information for oral projects.

Parents should encourage daily conversation with their children, using correct grammar and support children with extending their vocabulary.

Review

The Subject Leader is responsible for reporting to the Curriculum and Standards Committee of the Governing Body about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Review Date: November 2023

Review: November 2025

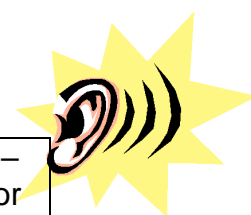
Reviewed by Staff : C Charlesworth

Reviewed by Governor:

Appendix

Ideas for improving listening in children

Listening quiz – choice of 3 answers. Choose an answer before listening – then listen to see if answer was correct. Prediction/thinking skills. Point for correcting and a point for getting guess answer correct
Magic word – bank of words. Listening bingo – tick when you hear the word. Either give them the words or let them write their own.
Songs - Give them a set of pictures – they hold a picture up when they hear the phrase – symbols etc
Pupils draw pictures/symbols for what they hear, smiley faces for opinions etc (notetaking skills)
Give a transcript with the words changed – pupils listen carefully and underline the wrong words, then change them on the next hearing. The more able can try and work out the mistakes before they listen again.



Use video – backs to TV first and complete tasks – then turn around to watch
Use synonyms in a grid to fill in the actual word heard next to it
Active listening strategies – make a gesture when certain word(s) heard
Reading a text and asking the children to note down any words which rhyme with "abc"
Reading a text with the questions to a comprehension in front of them to answer as the text is read
Spy messages around a classroom or between teachers. Developing this so that to get the next piece of information you've got to report the last piece of information word perfect - winning team is the one with the most correct facts.
Key words that will be used during an intro - who can write them down when they are heard
Class debate / discussion (which should be happening through daily reflection time anyway)
Chinese whispers
Word association tennis
Tell the next part of the story in pairs or in small groups
Blindfold walking with verbal directions (blindfolds have been ordered)
Learn British Sign Language and use it for a whole lesson
Make a phone call to someone to find something out or pass on an "important" message
Listen to instructions from a partner and draw what they say e.g. a hexagon on top of a 5 pointed star in the middle of a page in landscape with an equilateral triangle at the end of each point of the star
Sponsored silence! (my class would never achieve this, even if their lives depended on it!)
A person gives a talk, children note down as many words as they can they start with a certain letter.

