



# **Yenton Primary School**

## **English – Speaking and Listening**

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## **Yenton Primary School**

### **Policy for Speaking and Listening**

#### **Vision**

Children's ability to speak and listen is fundamental to their language development, learning in school and social development. Talk underpins all of a child's learning and thinking therefore richness and variety of talk is important for all children. Direct teaching of oracy skills needs to be fostered to enable them to develop confidence and a repertoire of talk for different purposes and audiences. Links between oral and written language need to be encouraged and built on. Children for whom English is the second language need to have opportunities to work with good language models.

#### **Aim**

At Yenton Primary School we aim to enable pupils to:

- communicate effectively by speaking and listening with increasing confidence, clarity and fluency;
- speak appropriately in a variety of settings for a range of audiences; develop a wide range of speaking skills on increasingly complex subjects;
- think carefully and organise thinking before speaking;
- respond sensitively and reflectively to what has been heard;
- reflect on their talk;

#### **Objectives**

At Yenton Primary School we aim to support children by:

- providing rich opportunities and activities which develop confidence in using a growing vocabulary;
- providing opportunities and activities which focus on developing speaking and listening skills;
- providing small group and specialist support to pupils, where needed;
- provide opportunities for children to raise and answer questions about their learning;
- encouraging children to take turns when speaking and work in groups using roles and responsibilities;

### **Approaches to the Teaching of Speaking and Listening**

#### **Speaking and Listening in the Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) is concerned with developing key skills, which include early communication, English and maths that prepare young children for Key Stage 1 of the National Curriculum and ensure that they will continue to flourish throughout their school years and beyond.

In terms of Speaking and Listening, this means that ample opportunities are provided for children to communicate thoughts, ideas and feelings as well as to build up relationships with adults and peers. Strategies include taking advantage of each and every opportunity for talking with the children, modelling language whilst valuing their contribution, however

small. Non-verbal communication is as valuable as spoken language for young children, learning to listen, take turns, responds with the appropriate facial expressions. Trust and confidence is paramount to encouraging young children to speak. Key adults are aware of this and always listen, initiate turn-take and respect children's efforts. More sustained listening is encouraged through story-telling, which forms a major part of our work in the earlier years.

### **Speaking and Listening Key Stage One and Two**

#### **At Key Stage 1 pupils have opportunities to:**

- speak to a range of audiences: describing incidents from their own experience, retelling and telling real and imagined stories, reading stories and poems aloud, and giving presentations to explain a process or impart information;
- they listen to stories and poems, sustaining concentration and participating appropriately, follow teachers' instructions and express their views about versions of stories on tape and CD;
- they ask relevant questions of adults and peers;
- they are taught how to operate in groups, e.g. taking turns to speak, listening to others' suggestions, allocating tasks and reporting group views to the rest of the class;
- While engaged in speaking and listening activities, pupils are introduced to some of the main features of spoken standard English and they are taught how speech varies according to circumstance and audience.

#### **In Years 3 and 4 pupils:**

- continue to read stories and poems aloud, both individually and as a larger group, with an increasing emphasis on the use of voice for effect;
- there are opportunities to listen to, and participate in, storytelling, and pupils develop their use of talk to explain a model, process or impart information; pupils talk in a variety of contexts and reflect on talk, e.g. how it varies for purpose and audience;
- when listening to a talk by an adult, an audio/CD broadcast or a class discussion, pupils identify main points, ask relevant questions and offer their own opinions;
- group interaction is developed, e.g. agreeing a plan for investigation, identifying and using resources effectively, accommodating different views and looking for consensus.

#### **In Years 5 and 6 pupils:**

- have opportunities to give individual talks, conduct interviews, both individually and in groups, and, having presented arguments on matters of concern, participate in whole-class debates.
- they consider language variation, standard English and dialect, and identify the features of language used in formal and informal contexts.
- they focus on the language of persuasion and identify how words, sounds and images relate to each other.
- group work is further developed, e.g. identifying next steps for action, modifying plans, achieving compromise, taking on a variety of roles and evaluating the work of the group.

## **Planning outline**

The teaching of Speaking and Listening, as part of the English curriculum, is a statutory requirement. We use the National Curriculum 2014 as a basis for implementing the statutory requirements of the programme of study for English. Use of Talk for writing Pie Corbett and Alan Peat strategies are used throughout Literacy units of work, and where relevant in the rest of the curriculum.

Teachers plan opportunities to develop each of the speaking and listening strands,

- Speaking
- Listening and responding
- Group discussion and interaction
- Drama

through the teaching of units of work, often centred around a particular text or text type.

## **Weekly plans**

Staff ensure that the speaking and listening objectives are planned in English units of work using the sections on the Literacy planning proforma. Children are encouraged to take part in purposeful talk through techniques such as open ended questions, sustained shared thinking and the use of talk partners.

The following useful activities can encourage speaking and listening:

- Think pair share, jigsaw, snowballing, barrier games, word tennis, draw a story, telephone conversations, conscience alley predicament and problem debates, drama, hot-seating, freeze frame, role play, story boards – using puppets, flash backs and flash forwards.

Evidence of these activities can be found in each classes speaking and listening logs – which demonstrate and track pupil achievements.

## **Speaking and Listening expectations**

By the end of each key stage children are expected to be at national curriculum expectations for their speaking and listening skills.

It is expected that the majority of pupils will achieve:

In Reception they will achieve the Early Learning Goals for Communication and Language by the end of the Early Years Foundation Stage.

Year 2 Age Related Expectations at the end of Key Stage 1.

Year 6 Age Related Expectations at the end of Key Stage 2.

## **Assessment and Recording of Speaking and Listening Progress**

### **Key Stage One and Two Assessment and Record Keeping**

For statutory reporting, children are assessed for their skills in speaking and listening at the end of Years 2 and 6. On-going formative assessment of the four strands of speaking and listening is carried out by all teachers to inform planning for speaking and listening. Where children have speaking and listening development problems suitable targets are

incorporated into IEPs as necessary. Children can also be referred to the Speech and Language Therapist by the SENco and class teachers.

### **Formative Assessments**

Teachers will make constant informal assessments in respect of children's speech and language development and will use these judgements to inform their planning. We also aim to maintain good lines of communication with Parents, both on a daily basis, or during our Parent consultation times. In this way we can discuss areas where Parents can help children to develop their skills at home.

### **Early Years Foundation Stage Assessments**

Speaking and listening is an essential part of teaching and learning in the Early Year Foundation Stage (EYFS). Communication and Language forms one of the prime areas of learning and development in the EYFS Curriculum. Within EYFS Communication and Language is divided into three component parts; Listening and Attention; Understanding; and Speaking. The Early Years is concerned with developing key skills of communication, language and literacy which will prepare children for Key Stage One so they are ready to access the National Curriculum. It is the role of the practitioner to identify each child's developmental needs, continuously monitor children's progress, and provide appropriate learning opportunities for children to move towards these goals.

The *EYFS Early Learning Goals* state that children are expected to:

#### **Listening and Attention**

- Listen attentively in a range of situations. They listen to short 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.

#### **Understanding**

- Follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

#### **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.

### **Differentiation**

A wide variety of learning and teaching strategies are used to ensure that teaching meets the needs of different groups of children, including children with special educational needs, gifted and talented children and children from different ethnic or gender groups. Teachers

plan learning activities which offer opportunities for all children to participate and experience success.

### **Links with ICT**

The use of ICT enables children to use and apply their developing skills in a variety of ways. Teachers use interactive white boards to stimulate children. Children research topics and use computers, particularly the internet as a source of information. Evidence of speaking and listening activities can be stored on Dictaphones, computers or CD Roms. Classrooms have a CD player and some have listening stations with a group set of headphones. We encourage all children to use ICT as a resource for learning whenever appropriate and possible.

### **Resources**

- Tape recorders for recording the product and process.
- Microphone and amplifier.
- ICT programs, including headsets.
- Listening centre with headsets and taped stories.
- CD players.
- 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.)

### **Role of the Subject Leaders**

The Subject Leader will have a long-term plan for Literacy linking into the School Improvement Plan. The Subject Leader will oversee resource requirements and maintain the budget for English. She will be responsible for the monitoring and evaluation of English, checking that planning has direct speaking and listening opportunities. The Subject Leader will offer support and advice to members of staff and Governors and liaise with outside agencies at appropriate times.

### **Monitoring**

Monitoring will be carried out by SLT, phase and subject leaders who will carry out pupil conversations to enable pupils to have a voice in school. For SEN children speaking and listening will be monitored as part of the SEN audit and appropriate IEP targets will be set and assessed where relevant throughout the year.