



# Great & Little Shelford CE (A) Primary School

## Speaking and Listening Policy



We live and work in harmony with love for one another  
so we can achieve our potential within a community of life-long learners.

## **Introduction**

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of speaking and listening at Great & Little Shelford CE (A) Primary School.

## **Rationale;**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. A high quality education in English will not only enable pupils to participate full within their communities and beyond, but will also foster a love of language, a curiosity about and a deeper and richer understanding of the world, and a sense of enjoyment and satisfaction in the creation of a text.

## **Aims:**

Great and Little Shelford Primary School aims to:

- Reflect the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically.
- Recognise that spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers will therefore aim to ensure the continual development of pupils' confidence and competence in spoken language and listening skills.
- Encourage and teach pupils to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. Children will be assisted in making their thinking clear to themselves as well as to others, and teachers will aim to ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.
- Pupils should also be taught to understand and use the conventions for discussion and debate.
- Provide opportunities for all pupils to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

## **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes relating to Speaking and Listening and which are included within the relevant programmes of study for Reading and Writing.

## **Implementation**

All teachers are responsible for the planning and teaching of Speaking and Listening as outlined in the Programmes of Study in the National Curriculum 2014.

## **Subject Content:**

## Foundation Stage

Opportunities for Speaking and Listening may be found in all seven areas of learning and development that shape the early years educational programme. All areas of learning and development are important and inter-connected. Three areas, the prime areas, are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

- Communication and language
- Physical development
- Personal, social and emotional development

The school also supports children in four other areas, through which the three prime areas are strengthened and applied. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Years 1 to 6

At Great and Little Shelford Primary School, pupils will learn 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 understanding through speculating, hypothesising, 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(s);
- consider and evaluate different viewpoints, attending to and building on the contributions of others;
- select and use appropriate registers for effective communication.

## Information and Communication Technology

This is used to support learning in Speaking and Listening when appropriate.

## Equal Opportunities

The school is committed to ensuring access and inclusion for all its pupils and believes that every child deserves the opportunity to achieve their potential. We achieve this by ensuring that the planning and delivery of teaching and learning meets the needs of all pupils: boys and girls, children with special educational needs, children who are more able, children with disabilities and children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds. The school recognises that Speaking and Listening activities are often critical to inclusion and effective progress across the curriculum.

#### **Continuing Professional Development:**

In order to ensure the best possible outcomes for all children, teachers and teaching assistants have relevant training to support their pedagogical knowledge relating to the teaching and learning of Speaking and Listening. This may take the form of courses, support from subject leaders or senior leaders or paired teaching opportunities with colleagues.

#### **Assessment of progress:**

Progress in 'Speaking and Listening' is assessed within the different programmes of study taught at the school.

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