



MARSH SCHOOL SPEAKING AND LISTENING POLICY

**Fulfilling
Uplifting
Nurturing**

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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)

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1. Philosophy

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of Speaking and Listening.

Our school mission is:

Fulfilling – potential, learning as its own reward, the feeling of success

Uplifting – the good feeling when something has been achieved that has been a struggle to learn

Nurturing – constantly watching the steps that the children make towards their learning goals and assisting them so their learning journey is easier

The school is deeply committed to providing equality and catering for diversity by ensuring that these are addressed in all school policies and their monitoring.

In our Speaking and Listening procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

2. Aims

- Use language to imagine and recreate roles and experiences.
- Develop active listening and response.
- Interact with others in play.
- 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.

3. Entitlement

All children are entitled to experience a broad, balanced, differentiated and relevant Speaking and Listening programme as set out in the Primary Literacy Strategy (P.L.S.). In Foundation Stage, children will follow the S & L programme as set out in the Early Years Foundation Stage Guidance.

4. Implementation

The school's Speaking and Listening curriculum is implemented through the P.L.S. For the purposes of teaching and assessing it has been separated into four strands:

- **Speaking:** being able to speak clearly and to develop and sustain ideas in talk;
- **Listening:** developing active listening strategies and critical skills of analysis;
- **Group discussion and interaction:** taking different roles in groups, making a range of contributions and working collaboratively;
- **Drama:** improvising and working in role, scripting and performing, and responding to performances.

In addition to this children are given the following opportunities to encourage them to become confident speakers and attentive listeners:-

- A variety of Drama strategies are used as a starting point, supporting role, and conclusion for discussions and written work.
- Children are often asked to work with a 'talking partner' before feeding back ideas to the class.
- Children work in groups with specific roles to structure and aid discussion.
- In the early years children have time for 'Show and Tell' with the class.
- Circle time is a structured opportunity for children to discuss PSHE issues.
- Teaching Assistants and support teachers work with focus groups with SEN or EAL to develop and structure communication.
- A range of props is available to promote discussion.
- All classes prepare and perform an assembly to parents and the rest of the school during the year.
- Christmas shows and other performances are prepared and performed to the school and parents.
- Year 2 prepare and perform an end of year show to the school and parents.

5. Equal Opportunities

All children have equal entitlement and equal access to a range of materials which have been carefully chosen so that issues relating to race, gender, religious beliefs and social background are handled sensitively.

EAL children have access to Stage 1 box intervention programme to develop their Speaking and Listening skills.

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SEN children may access the 'Time to Talk' intervention to develop their Speaking and Listening skills.

6. Assessment

In the Foundation Stage assessment is carried out on a half-termly basis using the Foundation Stage Profile (FSP). In addition to this teachers carry out informal assessments to monitor progress and inform planning.

In Key Stage 1 assessment of Speaking and Listening is carried out on a termly basis through careful observation of the children during whole class sessions and small group work. Children are given a level and this is recorded on the 'tracking sheet' on the school network. At the end of Year 2 children are assessed using SATs. This final level is reported to parents in their end of year reports and also sent to county to form part of the School's performance data.

Data is analysed to track progress and interventions are put in place if necessary.

EAL children may be assessed using the QCA Steps.