



CAWOOD CHURCH OF ENGLAND (VA) PRIMARY SCHOOL

Speaking and listening policy 2018 - 2019

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Method of Communication			
Website, Server			

Rationale:

We believe speaking and listening to be fundamental to the achievement of the children at Cawood Primary School through all activities that go on in the classroom and other learning environments: the curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school. Christian values of respect, trust 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.

Aims for speaking and listening:

We aim that children should become fluent and confident communicators, increasingly matching their style and responses to their purpose and audience.

The statutory requirements for spoken language are:

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 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

These statements apply to all years and the content is taught at a level appropriate to the age of the children.

Guidelines:

1. Good speaking and listening are fundamental to good learning. From the first days in school, speaking and listening plays a central part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways.
2. Intricately connected to good speaking and listening is the development of the skills of group interaction and discussion, or collaboration. We plan to develop these skills, too, as part of our aim to encourage fluent speakers, who confidently operate in a wide range of situations. Speaking, listening and collaboration form part of the curriculum in all subject areas.
3. We use support materials such as 'the talk for writing' which all emphasise the need for high quality talk. This includes encouraging the children to think aloud, verbalising thoughts, to explore and collect ideas, draft and re-read work checking meaning is clear, doing so as the writing develops. We believe that this can only be done effectively through a culture of talk and partnerships.
4. Opportunities for talk can take place in a whole class situation, with a partner, or in a small group, paired work, or 'talk partner'. From the time children start Read Write Inc. in reception we teach pupils to work effectively with a partner to explain and consolidate what they are learning.
5. During Read Write Inc. the programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.
6. In many of our lessons we operate a practice of 'no hands up' **this ensures** children learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.
7. 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 including class worship, together time, school council meetings, enrichment events such as themed days and concerts.
8. Involvement in drama provides children with a powerful means of expressing themselves and developing their ideas and understanding in a wide variety of situations and curriculum areas. Large scale performances are also an on-going part of school life.
9. We possess a wide range of resources appropriate to different age groups, including, puppets, story sacks, small world play, listening areas, role play, ICT, collection of props for story telling, carpet area, book collections and interactive topic related displays.
10. We recognise the importance of increasing pupils' vocabulary, to enable them to discuss increasingly abstract concepts and a wide range of topics. We do this through teaching vocabulary during Read Write Inc., and reinforcing it during the day. The class teacher and teaching assistants use the words and phrases and the children are encouraged to use them in their talk and writing. This technique is also applied once the children are off the programme through techniques such as word of the day, ~~power words, and special phrases~~. Regular opportunities are planned for, that allows the children to become familiar with the vocabulary. We also enhance their knowledge about language as a whole through discussion and direct teaching.
11. 'Big questions' are a regular feature of our teaching. This provides children with opportunities to stimulate debates, presentations and sharing ideas through partner work and class discussion, all of which promotes deeper thinking.
12. Pupils receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language.