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## **English – Speaking and Listening Policy**

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### **Intent**

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. They should be able to use speech with fluency, confidence and clarity.

- To listen, evaluate and respect the opinion of others.
- To speak expressively and confidently about a range of topics through class discussions and debates.
- To provide a range of opportunities for children to talk and listen in formal and informal settings.
- To use drama and role play to develop confidence when addressing an audience.
- To use discussion during shared and guided reading and writing sessions.
- To create an environment in which children feel safe when speaking about their thoughts and feelings.

### **Implementation**

#### **Teaching and Learning**

Speaking and listening is an integral part of school life and is key to effective teaching and learning in all subjects. A diverse range of strategies are employed to ensure all children can succeed.

- Teach from early years the importance of language which is clear, fluent and interesting.
- Encourage to speak with confidence, organise their thoughts and choose appropriate words.
- Encourage to ask questions to clarify their understanding and to answer questions in ways in which indicate their level of understanding.
- Able to listen with growing attention and concentration and respond appropriately and effectively to a variety of speakers.
- Teach to use correct and consistent use of verb tenses and to speak with clear diction, pronunciation and appropriate intonation.
- Give opportunities to talk in a range of contexts for different purposes.

- Give opportunities to explore language through imaginative, collaborative and exploratory play.
- Encourage to read aloud and perform stories, plays and poems.
- Communicate and listen to a wider range of audiences eg., whole class children from other classes, adults in school, parents, family and friends.
- Report and describe events, observations and experiences.
- Share ideas, insights and opinions;
- Plan, predict, investigate and evaluate,
- Explore, develop and clarify ideas.
- Involve in imaginative play and drama;
- Listen to plays, stories, poetry, rhymes and other writing;
- Encourage to listen to and narrate unscripted stories;
- Ask and answer questions;
- Collaborative learning and problem solving

### **Learning Environment and Classroom Strategies**

- Listening to known and unknown stories, rhymes, poems and songs from a variety of cultures, giving opportunities for children to discuss, retell, anticipate and illustrate.
- Giving children the opportunity to prepare and read aloud from familiar texts or stories they have written.
- Writing stories jointly in classes, groups or in pairs.
- Discussing the effectiveness of charts, pictures, illustrations and TV/computer presentations.
- Discussing the organisation of work.
- Planning and delegation in group work.
- Making presentations to the class or school (ie assemblies).
- Explaining instructions to other children.
- Giving opportunities for communicating responses and emotions to a given stimulus (eg., a piece of music).
- Using discussion to consolidate an understanding of a task.
- Providing for role play and improvisation.
- Reporting on personal events, the results of an investigation or giving a message.
- Using circle time as a controlled opportunity for speaking and listening.
- Whole school opportunities for public performance e.g., concerts and plays.

### **Impact**

#### **Assessment**

Speaking and Listening is assessed by formative assessment methods.

- Classroom observations.
- Question and answer sessions.
- Peer and self - assessment

## **More Able**

More able children will be provided with opportunities to extend their speaking and listening skills by exploring more opportunities in class and across the wider school. Differentiation will enable more able learners to be challenged within the context of a lesson to ensure their full potential is reached. High quality speaking and listening that exceeds expectations will be modelled throughout the school.

## **SEND**

Children who are making less than expected progress are quickly identified so that appropriate support can be put into place. Progress will be monitored carefully to measure the impact of the support or intervention program used. Where progress continues to be a concern, the SENDCO is consulted to plan further support (see also Special Educational Needs Policy).