

# Our Lady of Perpetual Succour Catholic Primary School

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## Speaking & Listening Policy



*We learn to love everyone as Jesus loves us*

**‘ Eloquence is the power to translate a truth into language - perfectly intelligible to the person to whom you speak.’**

Ralph Waldo Emerson

### **Intent**

At Our Lady’s, we give children an education of the highest standard, we aim for excellence in our school activities and encourage all children, whatever their ability to achieve the best they possibly can.

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 will be provided with varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

We aim to make it clear to the children, the importance of speaking and listening as the foundation of their language development.

Through the teaching of Speaking and Listening we aim to:

- Enable children to speak clearly, confidently, fluently and audibly in ways which take account of the audience
- Develop the ability to carefully organise thoughts before speaking
- Encourage children to listen with concentration in order to be able to identify the main points of what they have heard.
- Enable children to adapt their speech to a wide range of circumstances and demands.
- Develop children’s abilities to reflect on their own and others’ contributions and the language used.
- Enable children to evaluate their own and others’ contributions through a range of drama activities.
- Encourage children to reflect on their talk

### **Implementation**

Speaking and listening will be taught through the following contexts:

- Speaking - To speak competently and creatively for different purposes and audiences, reflecting on impact and response when presenting.  
To explore, develop and sustain ideas through talk.
- Listening and responding - To understand, recall and respond to speakers’ implicit and explicit meanings.  
To explain and comment on speakers’ use of language, including vocabulary, grammar and non-verbal features.
- Group discussion and interaction - To take different roles in groups to develop thinking and complete tasks, to debate and discuss.  
To participate in conversation, making appropriate contributions building on others’ suggestions and responses using the ‘rainbow’ technique or ‘jigsaw’ groups.

- Drama – To use dramatic techniques, including work in role to explore ideas and texts, using hot-seating, freeze-framing or the ‘conscience alley’.  
To create, share and evaluate ideas and understanding through drama.
- Participating in the ‘Poetry by Heart’ competition

### **Differentiation**

Class teachers provide for the particular abilities for each pupil using one or a combination of the following teaching strategies:

- Adults modelling dialogue and correct use of grammar
- Adults modelling listening (the use of non-verbal communication, respecting, even if disagreeing with the views of others)
- Adults modelling values (e.g. encouraging the participation of reticent pupils)  
Adults modelling participation (e.g. recognising the value of being seen as a learner alongside the pupils).
- Working in a small group with an adult.
- Using resources such as key vocabulary lists, prompts.
- Pupil groupings.

### **Special Educational Needs**

We teach speaking and listening to all children, whatever their ability. There is a great range of abilities at Our Lady’s. Literacy forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Children who are included on the Special Needs Register are supported in their work through Individual Education Plans, monitored by the class teacher and Special Needs Co-Ordinator. Every effort is made to obtain additional support in relation to the Code of Practice. Children with specific speech and auditory problems are identified and specialist help sought when appropriate.

Teachers provide help with communication and literacy through:

- Using texts that children can read and understand.
- Using visual and written materials in different formats.
- Using ICT, other technological aids and taped materials.
- Using alternative communication such as signs and symbols.
- Using translators and amanuenses

Pupils identified as ‘more able and talented’ will be provided with suitable challenging tasks to develop their skills in all areas including speaking and listening. Key stage school productions and story/poetry telling competitions provide opportunities for children who are gifted and talented in speaking and listening to be challenged and to perform in front of large and unfamiliar audiences.

Pupils are provided with a public speaking platform both in the class-room as well as Key Stage assemblies.

### **Cross Curricular**

Speaking and listening skills are essential for progression in all areas of the curriculum. The children’s skills enable them to communicate and express themselves in all areas of their work in school. We encourage children to take part in class and group discussions to express their opinions on topical issues which often take place in RE, PSHE and Citizenship.

All children are given the opportunity to represent their class on the School Council and regular Class Council meetings are held in every class. Children discuss lifestyle

choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views. Drama activities provide the ideal vehicle for teaching and exploring a historical event, character or geographical or scientific concept. Classes perform in their own assemblies several times a year.

All teachers regularly make use of *Talk Partners* in the course of their regular class-based work. Children are provided with regular opportunities to develop speaking and listening skills through visiting theatre companies, storytellers etc. Through all subjects there is specific teaching and learning of speaking and listening.

## **Impact**

Our children will become confident communicators, and will regularly self-assess against the curriculum requirements.

Children are also assessed on entry to the Foundation Unit. They are then assessed termly via the O'Track system, which recognises both progress made and areas for development. This also helps to highlight children who are having specific speech difficulties and who need extra support.

Progress in EYFS is measured against the Early Learning Goals.

- Early learning goal – listening and attention  
Children listen attentively in a range of situations. They listen to 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.
- Early learning goal – understanding  
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Early learning goal – 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.

The following criteria throughout Key Stage One and Two is used for assessing children's achievements:

- The effectiveness of their talk, including adaptation to purpose, context and audience;
- Contributions that show positive and flexible work in groups;
- Clarity in communicating, including the use of reasons, clear sequences of ideas and use of Standard English.

KS1 and KS2	Curriculum Coverage
Statutory Requirements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers;</li> <li>• ask relevant questions to extend their understanding and knowledge;</li> <li>• use relevant strategies to build their vocabulary;</li> <li>• articulate and justify answers, arguments and opinions;</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</li> <li>• speak audibly and fluently with an increasing command of Standard English;</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates;</li> <li>• gain, maintain and monitor the interest of the listener(s);</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others;</li> <li>• select and use appropriate registers for effective communication.</li> </ul>
Notes and Guidance (non-statutory)	<p>These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.</p> <p>Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they</p>
	<p>are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</p> <p>Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.</p> <p>Pupils should 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 in their studies at primary school, helping them to achieve in secondary education and beyond.</p>

### Monitoring of the Policy

We are aware of the need to monitor and update the school's Speaking and Listening Policy on a regular basis, so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy annually. The member of staff with responsibility for writing is the Literacy Lead, Mrs Richardson-Hignett.

Speaking and Listening throughout the school and how it reflects this policy, will also be reviewed throughout the year in the following ways:

- Governor's scrutiny;
- SLT/English Co-ordinator/staff scrutiny;
- EYFS/KS1/KS2 external moderation;
- EYFS/KS1/KS2 internal moderation;
- Moderation with other schools;
- Learning walks.

**Date:** September 2024

**Policy Adopted by Staff**

SIGNATURE:

DATE:

**Date for next review:** September 2026

**Policy Adopted by Governors**

SIGNATURE:

DATE: