

SEATON ST.PAUL'S C of E JUNIOR SCHOOL

'WE BELIEVE, WE ACHIEVE, WE SUCCEED'



SPEAKING AND LISTENING PROVISION

Rationale

At Seaton St Paul's C of E Junior School, we believe that 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 because talk underpins learning and thinking and helps in all other learning environments: the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extracurricular activities and the whole ethos of the school. Respectful 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. It is vital that its significance is recognised by pupils, parents and all school staff. Pupils need to be provided with many varied contexts for talk but they also need direct teaching. Our English planning identifies four areas which we should plan for in order to promote appropriate skills amongst their pupils: speaking, listening, group discussion and interaction and drama.

Aims

During their time at Seaton St Paul's C of E Junior School, we aim that children should become fluent and confident communicators, increasingly matching their style and responses to their purpose and audience. The skills of Speaking and Listening are therefore included in the key expectations for each phase.

Children should:

- Be encouraged to speak with confidence, clarity and fluency
- Recognise the value of listening - listen to the views, opinions and ideas of others with increased interest
- Be encouraged to have the self-esteem to be confident in the value of their own opinions and to be able to express them to others
- Be able to adapt the use of language for a range of different purposes and audiences, including using Standard English
- Learn to converse, sustain a logical argument and respond to others appropriately
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight
- Have an interest in words and their meanings with a growing vocabulary
- Learn to converse, sustain a logical argument and respond to others appropriately

- Be encouraged to concentrate, interpret and respond appropriately to a wide range of listening experiences
- Listen carefully in discussion, make contributions and ask questions
- Be prepared to be open-minded, to value the contribution of others and to take account of their views
- Learn a range of drama strategies and conventions and develop empathy
- Appreciate the diversity of languages, dialects and accents in the school and value the experience and contributions of children with a wide variety of linguistic backgrounds

Action and Implementation

Due to the nature of Speaking and Listening, children at Seaton St Paul's C of E Junior School are encouraged to develop and enhance their communication skills across the whole curriculum. According to the National Curriculum (2014) children should be able to:

- Listen and respond appropriately to adults and peers
- Give well-structured descriptions and explanations
- Ask relevant questions to extend their understanding and build vocabulary and knowledge
- Articulate and justify answers, arguments and opinions
- Gain, maintain and monitor the interest of the listener(s)
- Maintain attention, 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 and debates.
- Select and use appropriate registers for effective communication.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Teaching and Learning

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences and recounting events
- Participating in discussion and debate
- Class novel time
- Retelling stories and poems

- Listening to stories read aloud
- Expressing opinions and justifying ideas
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Planning and preparing writing
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama and role play⁴
- Constructions in DT
- Group science experiments
- Problem solving in Maths
- Practical activities such as in Maths or coding in Computing
- Giving and receiving instructions
- Collaborative activities

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in guided reading. Spoken Language is a focus across the curriculum and across the school day in a variety of settings.

Speaking and Listening Outside the Taught Curriculum

Children spend a large amount of time in school outside of taught lessons and 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:

- Assemblies
- School council meetings
- Enrichment events
- School trips
- Enterprise class projects

Drama

Involvement in drama provides children with powerful means of expressing themselves and developing their ideas and understanding in a wide variety of situations and curriculum areas. We stress the integration of the skills of speaking, listening, reading, writing and drama activities are used throughout the school in English units and across the curriculum. These range from using hot-seating to develop insights into character, through to scripting and performing plays.

Speaking and Listening Opportunities

Speaking and Listening activities are carried out across the curriculum.

Opportunities are provided where:

- Speaking and Listening are the focus of the teaching such as reciting and performing poems; presenting book reviews or character profiles during our World Book Day celebrations; presenting persuasive speeches on a particular theme such as showing the advantages of one fictional character over another; organising an interview with an 'expert', considering the role of the questioner, the range of questions to ask and the pace of the interview
- pupils have opportunities to use talk to investigate, evaluate or report, when another area of the curriculum is the focus for the teaching e.g. demonstrating how to do a scientific investigation or explaining how to solve a two-step word problem in Mathematics

Assessment

Speaking and Listening is assessed informally each term through teacher or support staff observation. All teachers are responsible for assessment.

They need to:

- ensure that some of the key learning objectives selected for assessment purposes in literacy sessions have a Speaking and Listening focus
- plan for assessments in Speaking and Listening
- pay particular attention to the assessment of pupils with EHC that relate to improving Speaking and Listening

Conclusion

We regard the development of good speaking, listening and collaborative skills as fundamental to the achievement of children who attend Seaton St Paul's C of E Junior School. It is our belief that by teaching these key skills, we are equipping our children for life and work within secondary school and beyond. Moreover, at the same time we are promoting the development of positive relationships and social skills, that will enable these same children to lead fulfilled lives