

All Saints' CE VC Infant School

'Building the bridge to success'



Speaking and Listening Policy

(This policy and the Reading and Writing policies are interdependent and should be read in conjunction with each other.)

September 2013

AIMS AND PURPOSES

The ability to communicate effectively is vital in our quest to know about and investigate the world around us. The school builds upon the early foundations laid in the home and it is vital that parents and teachers work together to support, inspire and encourage pupils in their language development by acting as continuous role models. It is our belief that children learn best when they are actively involved in their learning. Through being taught to speak fluently, pupils learn to communicate their ideas and emotions to others; through their listening, others can communicate with them. Non-verbal communication is integral to talk, and through role-play and direct teaching, the school aims for children to develop an understanding of effective communication, both verbal and non-verbal.

By adopting a whole school approach to speaking and listening we aim:

- To provide all children with the tools of effective communication, whether verbal or non-verbal.
- To enable children to acquire a rich and varied vocabulary.
- To ensure all children have an understanding of grammar and knowledge of linguistic conventions for spoken language.
- To teach children to use discussion in order to learn; to elaborate and explain clearly their understanding and ideas.
- To be confident and skilled in the art of speaking and listening.

PLANNING AND ORGANISATION

The teaching of speaking and listening is embedded in all teaching across the curriculum. More formal objectives linked to speaking and listening are taught as part of the daily literacy sessions and planning of these objectives is based on the National Curriculum and recorded within the literacy planning. Teachers within a year group will plan the main objectives of the lessons together, but teachers will produce individual plans for their class to ensure the needs of their children are met in full. Literacy lessons and activities should be planned in accordance with the Teaching and Learning policy.

Activities such as paired talk and discussions in both whole class situations and small groups are taught and facilitated to ensure children listen and respond to the ideas of others. These activities include:

- Guided reading
- 'Tell Me Times' (Early Years Foundation Stage)
- Circle Times
- Role play
- Performances
- School Council

TEACHING STRATEGIES

Early Years Foundation Stage

In the Foundation Stage, children are taught and encouraged to develop the skills of speaking, listening and understanding as part of the prime area of learning: Communication and Language. Regular planned opportunities for children to develop these skills are incorporated into teaching. Interactions with adults and peers enable children to develop their understanding of the world around them and provide a powerful means of language acquisition and communication skills. The ability of children to communicate their understanding and negotiate with their peers underpins their development throughout this stage in their learning. Adults model all aspects of communication including role play and extend children's learning through appropriate questioning.

Key Stage 1

Speaking and listening underpins all learning in Key Stage 1 and nurturing these skills is seen as a priority in developing confident, independent learners. Regular opportunities for children to express and explain their understanding of books and poems are planned into daily literacy sessions. Children are encouraged to use language in imaginative ways, exploring character, situations and emotions through role play. They often take part in performing, listening to and appraising poems. Oral rehearsal of ideas prior to writing is modelled throughout the school and enables ideas to be clarified and improved before children engage in the writing process. Reading activities - shared reading, guided reading and independent reading - all incorporate discussions either in whole class or small group situations to encourage children to express their own ideas and respond to what they have read. Speaking and listening objectives are incorporated into planning across the curriculum.

Opportunities are planned across the curriculum for children to speak to a variety of audiences, develop questioning skills, discuss ideas and listen and respond to what they hear. For example, visitors are invited into school to talk to children and answer prepared questions.

PLANNING AND ONGOING ASSESSMENT

Assessment for Learning opportunities should be planned into all literacy sessions and the principles should be applied for all good quality teaching of writing.

Key Principles of Assessment for Learning

- Pupils know what they are learning, what they have achieved and how they can improve.
- Learning objectives and success criteria are shared with pupils.
- Pupils are provided with regular opportunities to reflect and talk about their learning.
- The classroom environment provides a supportive environment in which to make mistakes and learn from these and promotes confidence that every child can succeed.
- Pupils are involved in self assessment.

Teachers' plans should be clear about learning outcomes and should use a range of assessment strategies including speaking and listening activities. Assessment for Learning sheets are completed for each group on a weekly basis to record assessments. The outcome of assessments is used to refine planning. Feedback should be used to help children with their next steps.

All children have a writing target sheet at the front of their literacy book for at least the level they are working at and the level they are working towards. These target sheets include the speaking and listening strands and related objectives from the national curriculum. Regular assessments are carried out by the class teacher to ascertain whether children have achieved a particular target. These highlighted target sheets form the basis of Assessing Pupil Progress (APP) and the levels from

these sheets are entered into Assessment Manager each half term by the class teacher. These target sheets are also used to inform future planning, addressing issues or gaps in learning as appropriate.

Within the Early Years Foundation Stage, Communication and Language is assessed at the end of the Foundation Stage using the EYFS Profile and progress towards this during the year is tracked using the Development Matters Ages and Stages statements.

Learning Objectives and Success Criteria

Learning objectives are shared with the children using WALT (We Are Learning To) at the beginning of lessons. Success criteria are also shared with the children in the form of WILFs (What I am Looking For). Success criteria are differentiated within each lesson and link directly with the children's targets. Success criteria provide a focal point for plenaries and feedback and encourage children to take more responsibility for their work.

CLASSROOM PROVISION AREAS

Speaking and Listening opportunities are central to all continuous provision areas within classrooms in both the Foundation Stage and Key Stage 1. Story trays are provided in Reading areas to support oral story-telling. Role play areas have links to children's interests or the current termly theme.

ICT

Teachers use interactive whiteboards to support their literacy teaching where appropriate. In the Early Years Foundation Stage listening stations are included within the ongoing provision to allow children to engage with stories during their child initiated activities. Other resources are available within school to support Speaking and Listening e.g. Easi-Speak microphones, digital and video cameras.

INCLUSION AND EQUAL OPPORTUNITIES

Provision will be made for those children having additional needs, including children with special educational needs/disabilities, children working above or below age-related expectations and children for whom English is an additional language.

- Children with SEND will include some children who have limited or no speech and others who have specific difficulties with production of particular sounds. These children will be supported by the school's Speech and Language Therapist. In addition, staff have been trained in Makaton (a system of signing for young children) and use this to communicate alongside the spoken word.
- Children working below age-related expectations will work towards the same objectives with support/ appropriate differentiation so that they can access the curriculum. Those working well below the level of their peers will work on a related objective from a previous year group. Both teachers and support staff work closely with children with learning difficulties to support them in their work. Interventions will be planned to support children's progress and narrow gaps in achievement and are usually delivered by support staff within the classroom environment, for example 'Time to Talk'.
- Children who are gifted and talented will work to deepen or broaden their understanding of the objective which may sometimes be from a later year.
- Children learning English as an additional language (EAL) will receive appropriate support to enable them to access objectives.

PARENTAL LINKS AND HOMEWORK

Children's first educators are their family and the opportunities for speaking and listening within the family are encouraged and supported. This is initially done through the provision of homework linked to current learning, giving children and parents a focus for discussions about their learning. This homework is set every two weeks in Key Stage 1. Speaking and listening is also supported through links with reading and phonics. (See reading policy)

MONITORING AND REVIEW

The planning, teaching, marking, assessment and differentiation of speaking and listening within literacy are monitored by the subject co-ordinator and senior leadership team. This is done by lesson observations, looking at planning and assessment and talking to the children. The subject leader tracks pupil progress using the assessments entered into Assessment Manager by the class teachers each half term. Pupil progress meetings are planned for each term to ensure class teachers evaluate their own class progress and set targets for intervention for those children underachieving. Feedback is given to individual teachers and to the team as a whole as appropriate. Issues are highlighted and addressed and a review of any monitoring is shared with the senior leadership team. Regular meetings are held during the year between the literacy governors and the subject co-ordinator.

Mrs K. Fox

(Literacy Co-ordinator)

Mrs K. Fisher Mrs V. Grainger

(Literacy Governors)

This policy has been approved by the governors of All Saints' CE Infant School.

Signed: _____

Date: _____