

Speaking and Listening Intent, Implementation and impact

Intent

Speaking and listening are fundamental to the teaching of English and permeates the whole curriculum-cognitively, socially and linguistically. We believe spoken language to be fundamental to the achievement of our pupils. Our aim is to enable the children to improve their levels of oracy so that all pupils are able to communicate effectively and confidently in front of any type of audience. These skills are being encouraged in every area of our curriculum as good communication skills can enhance every type of learning. The children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

Some of our pupils start early school life without the oracy skills relevant for their age. We strive to develop spoken language skills throughout the curriculum, playtimes and lunchtimes, extra-curricular 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.

Our oracy curriculum will enable children to:

- speak with confidence, clarity and fluency;
- recognise the value of listening;
- be confident in the value of their own opinions and to be able to express them to others;
- adapt their use of language for a range of different purposes and audiences, including using Standard English;
- sustain a logical argument and respond to others appropriately;
- concentrate, interpret and respond appropriately to a wide range of listening experiences;
- be open-minded, to value the contribution of others and to take account of their views;
- appreciate that there is diversity in languages, dialects and accents and value the experience and contributions of any people in our community who have different linguistic backgrounds;
- share their learning in an engaging, informative way through formal presentations.

Implementation

Correct spoken language is fundamental to learning. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. We aim to develop and encourage fluent speakers, who can confidently articulate their ideas in a wide range of situations.

Pupils should have a range of planned oracy experiences, which include:

- drama;
- talking partners
- talk for writing strategies
- listening to stories;
- guided reading;
- visiting speakers;
- giving and receiving instructions;
- paired/collaborative work;
- problem solving in maths;
- presentation of learning;
- plan, do review sessions.

It should also be recognised that there are opportunities for children to develop their oracy skills outside of the curriculum, including:

- assemblies, including class assemblies;
- school council and other pupil voice activities;
- drama and music showcase events;

Drama offers opportunities for participation and entertainment as well as learning and development. Pupils are enabled to enjoy drama as a subject in its own right, and as a learning medium across the curriculum where they can explore a variety of roles, topics, feelings, situations and facts. We aim to create a range of purposeful drama opportunities, woven into a range of subject areas that have 3 main aims: 1. subject knowledge is embedded within the drama 2. to support emotional development 3. to extend oracy skills. All teachers also have access to a range of drama strategies and annually there are opportunities for all children to participate in whole school productions.

Inclusion

Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs. Targets are usually set by the class teacher, following the advice of our SENDCo, which are then worked on individually or in small groups. Some of our children have input from a speech therapist, and we welcome the expertise they bring to the school.

Our experienced TAs work with individuals or groups of children specifically in the areas of speaking, listening and collaboration. Sometimes this may be to address a SEND issue, at other times it may be to encourage social skills.

Impact

The impact of this policy will be evidenced through the monitoring of attainment and progress of all children by class teachers. Each year group has oracy objectives which build on the preceding years' study to ensure progression in this area as children move through the school. The English Lead, SLT, Head teacher will be responsible for monitoring the impact of spoken language across the school, through work scrutiny, planning scrutiny, learning walks and lesson observations and any other relevant monitoring activities.

It is every class teacher's responsibility to ensure that the oracy objectives are met.

Oracy skills will be assessed using the oracy skills framework. Through the teaching of oracy, children will be able to:

- Explore ideas through talk.
- Speak fluently, with confidence and clarity in front of an audience including talking in full sentences.
- Deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their idea.
- Recognise the value of listening to what others say.
- Use conjunctions to organise and sequence their ideas.
- Adapt how they speak in different situations according to the audience, including using Standard English.
- Value their own opinions and be able to express them to others
- Begin to reflect on their oracy skills and identify areas of strength and areas to improve.
- Ask questions to find out more about a subject
- Respond appropriately to what others say, challenge each other's opinions and develop their own reasoned arguments.
- Be open-minded, value the contribution of others and take account of their views.
- Appreciate the diversity of languages, dialects and accents in the school.
- Consider the impact of their words on others when giving feedback.
- Share their learning in an engaging, informative way through formal presentations.