

Policy for Speaking and Listening



Rationale

English is a core subject in the National Curriculum: high quality English teaching and learning enables children to succeed in all areas of the curriculum. It is during a child's primary education that the foundations of all aspects of English are laid. The teaching of English embraces all aspects of language, both spoken and written. In the literate society in which we live, an ability to communicate effectively, both orally and in the written word, and to read a wide range of different types of text, is essential if children are to achieve their potential throughout school and into adult life.

Our school views the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English will be given a high priority.

Objectives

By its nature, Speaking and Listening is taught as part of the work in all subjects. To promote speaking and listening and high levels of oracy at William Austin, we use:

- The Talk for Writing structure
- Reading Fluency Interventions, based upon Herts for Learning Strategy. This strategy is also used by teachers in other areas of the curriculum e.g. Guided Reading where appropriate
- Pupil Talk opportunities planned into lessons
- Active listening
- Talk partners
- Questioning — giving children think time to formulate their responses (pause, pounce, bounce)
- Reasoning and explanation in maths
- Discerning between formal and informal language
- Asking and answering questions
- Drama activities e.g. hot seating
- Language games
- Encourage children to adjusting what they say depending on other's responses

The National Curriculum recognises and promotes the importance of Speaking and Listening through specific strands; it is closely linked to the objectives for reading and writing. The Talk for Writing Project was introduced to William Austin Juniors in September 2015. This structure encourages pupils to immerse themselves within stories so that they are able to retell them confidently and effortlessly, identifying plot patterns and structure. Each unit of work should start with Speaking and Listening i.e. story mapping and orally rehearsing the text. We therefore aim to make it clear to the children the importance of Speaking and Listening as the foundation of their language development.

Teaching and Learning

Richness and variety of talk is important for all children. Some children will arrive at school having had many good opportunities to develop their Speaking and Listening skills; others acquire much of their knowledge at school. Direct teaching of the skills is vital to all children and we aim in our planning to be clear about these three areas:

- 3Is (Imitation, Innovation and Independent application)
- The range of activities and objectives to be taught
- The progress and outcomes that are expected

Speaking and Listening is integrated into all subjects and areas of the curriculum and is taught in the following contexts:

- Speaking for different audiences
- Listening and responding
- Discussion and group interaction
- Oral rehearsing texts
- Drama activities
- Fluency
- Phonics lessons (in Year 3 during Autumn Term)

In planning for progression, we ensure that our expectations of the children are related to their age and ability.

Equal Opportunities

All children have equal access to English activities. Teachers should pay attention to the equal distribution of their questions and the opportunities given to talk across all groups of children.

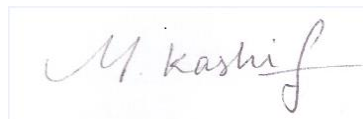
This policy will be monitored and reviewed by the English subject leader on an annual basis.

Policy updated: 14th January 2022

Staff responsible: Lois Grey

This policy was ratified by the Governing Body on: 26th January 2022

Signed on behalf of the Governing Body:



M. Kashif - Chair of Governors

(signature)

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