



Hillocks Primary and Nursery School

Policy for Speaking and Listening

This policy reflects the philosophy of Hillocks Primary and Nursery School in relation to the teaching of speaking and listening.

"Teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject." **New Teachers' Standards**

Aims:

Foundation Stage

In the foundation stage, we incorporate the early learning goals into our planning and teaching, which ensures that pupils:

- **Use language to imagine and recreate roles and experiences**
- **Develop active listening and response**
- **Interact with others in play**
- **Use language to 'get things done'**

In Key Stage 1

We build on pupils' prior learning in speaking and listening.

We:

- **Encourage pupils to speak according to the context, with consideration for their audience**
- **Develop pupils' ability to use language imaginatively**
- **To express their ideas and feelings when working in drama activities**
- **Teach pupils to work effectively and collaboratively in groups**
- **To join in discussions, making relevant contributions**
- **To listen carefully and actively**
- **Talk in preparation for writing**

In Key Stage 2

We build on pupils' attainment and speaking and listening experiences in Key Stage 1

We:

- **Develop pupils' ability to speak in a range of contexts with increasing sense of audience and purpose**
- **Encourage more sophisticated interaction in groups**
- **Develop pupils' ability to respond appropriately to others**

How we teach Speaking and Listening

Speaking and Listening is not and should not be simply a by-product of literacy and other subject areas. It needs to be taught explicitly in its own right.

An explanation:

Different ways that we can develop speaking and listening skills:

- As stand alone activities
- As planned activities to complement literacy/other curricular activities
- As by-products (unplanned)

In our teaching pupils should have opportunities to use talk to:

Ask questions, explain, inform, persuade, argue, dispute, disagree, negotiate, clarify, analyse, share, hypothesise, evaluate, predict, comment, think aloud, explore ideas, interview, report, describe, narrate, present, express and justify an opinion, express feelings, discuss, develop an idea, collaborate, make decisions, compare, reason, reflect, criticise, suggest, answer, demonstrate, summarise, encourage the views of others, recite and read aloud, role-play.

We will:

Make good use of talk partners/working partners and vary these regularly

Work in different groupings

Provide good talk models

There are also many ways to develop drama including:

Freeze frames

Conscience alley

Paired improvisation

Hot-seating

Resources:

Tape recorders

Microphones

Camcorder

Puppets

Story-making props

Costumes/props

Playscripts

Story-tapes

Whiteboards and pens

Talk partners

Talk for Writing materials

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