

**Introduction - The importance of the spoken language in the curriculum**

Effective communication is a key skill for life. 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, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening, including the ability to solve problems, share ideas and reflect on experiences.

**General Aims**

- We aim for children to be able to speak clearly, and as they get older, to develop and sustain ideas in talk.
- In listening, we aim for children to become attentive listeners, developing their analytical skills.
- We want children to take part in group discussions, making contributions, listening to others and working collaboratively.
- In drama, we aim for children to express their ideas, take on roles and perform to others using verbal and non-verbal communication.

We also aim to:

- support any individual children with speaking and listening difficulties
- teach children appropriate subject specific vocabulary and speaking and listening skills to enable them to acquire knowledge and understanding of subjects across the curriculum
- present children with the opportunity to see, hear and respond to stimulating material in a variety of media
- all adults within the school will be aware of the need to provide appropriate models of language when addressing members of the school community
- be aware of and meet the needs of children with English as an additional language

**Entitlement**

We will ensure equal access to the curriculum, regardless of gender, race and ability. Differentiated support is offered to children who speak English as an additional language and to children with speech and language difficulties. If necessary, outside support will be sought. The oral sharing of ideas and experiences supports equality of access to the curriculum; children who are less confident with written communication can often communicate effectively and develop confidence through speaking and listening.

**Teaching Groups**

Speaking and Listening will occur on a one-to-one basis, in small groups and in class situations. Outside speakers and drama groups are sometimes invited to work with the children in school. The skills of speaking to larger groups are developed progressively through talk-time, class and base assemblies and whole school assemblies.

**Approaches to Speaking and Listening**

In order to promote high quality speaking and listening, it is important for teachers to adopt a variety of strategies. It is important to incorporate these over a period of time (across each week). These strategies include:

- Teacher modelling of dialogue (turn taking, offering opinions and inviting responses)
- Modelling listening (respecting, even if disagreeing with others viewpoints)
- Modelling values (encourage participation by all, praise sensitivity)
- Modelling participation
- Providing a wide range of contexts for speaking and listening
- Providing clearly structured tasks which require pupils to participate in talk
- Sharing roles with the pupils

- Showing children how to organise and structure their speech and to use vocabulary and syntax to communicate more complex meanings

Learning Activities include:

- Pupils having the opportunity to talk about their own experiences to the whole class, a group or to the teacher
- Pupils making explanations in a variety of situations across the whole curriculum including numeracy, thematic work and RE.
- Pupils taking part in verbal presentations
- Encouraging children to join in discussions and give their opinions
- Encouraging children to critically appraise their own and others' talks
- In guided reading, to share opinions and discuss the meaning in books
- Collaborating in problem solving activities
- Developing an awareness of standard spoken English
- Communicating with different audiences, and reflecting on how speakers adapt their style to suit this
- Opportunities to talk for a range of purposes
- Children engaging in role play, storytelling, freeze frames and other opportunities to use language creatively and imaginatively
- Performing to others e.g. assemblies, plays
- Provide a variety of opportunities for children to listen effectively including tape recordings, television/video, visitors and outside speakers.

## **Assessment and Planning**

### **Assessment**

In the EYFS, the children will be assessed using the Language for Communication and Thinking section of the Foundation Stage Profile. In years 1 to 6, teacher assessments are assessed against criteria from the Communication Trust.

### **Other Assessment**

Children identified as having a special need in speaking and listening will be assessed using the special educational needs continuum.

### **Planning**

We use the objectives from the 2000 and 2014 Curriculum and the Early Years Foundation Stage Framework Document, Development Matters, to plan for speaking and listening activities and opportunities in all lessons for all subject areas across the curriculum.

### **Literacy**

- Speaking and listening opportunities should be provided throughout the whole of the literacy planning process,
- Effective activities would include: drama, hot seating, conscience alley, freeze frames, flash back, flash forward, talk partners etc. For other ideas see National Strategy document.
- The children should be able to talk through their ideas clearly before moving onto writing them down. The school uses Talk for Writing across the curriculum.
- Guided reading sessions provide opportunities to ask questions and enquire about a text and new vocabulary. Time should be given to discussing the text in pairs or in a small group.

### **Maths**

- Raise the profile of mathematical vocabulary in each lesson by displaying key words and asking children to self assess their understanding of mathematical language.
- Pupils are encouraged to discuss the strategies they use and how they reach solutions
- Use of barrier games to develop positional language
- Problem solving with children working in groups, each taking on a specific role.

## Other subjects

Opportunities are provided where:

- Speaking and listening are the focus of the teaching, even though the subject matter may relate to another area of the curriculum, e.g. organising an interview with an 'expert', considering the role of the questioner, the range of questions to ask and the pace of the interview;
- Another subject is the focus of the teaching, but it is planned and organised in order that pupils can reinforce and practise speaking and listening skills, e.g. working in pairs, prioritising items for inclusion on a charter of pupils' rights and responsibilities;
- 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 an origami book is made.
- Introduce topics with a KWL grid and thought showers/mind mapping
- Provide opportunities to enhance speaking and listening through Philosophy for Children, circle time, etc.
- Drama can be incorporated into all topics e.g. hot seating historical characters, freeze framing
- Children are encouraged to take part in Show and Tell, Talk Time, school performances, presentations and assemblies requiring clear speaking skills.
- Active listening skills are encouraged by audiences

## Role of parents and carers

Parents are encouraged to attend assemblies and dramatic performances where the power of speaking as a tool for learning is exploited. The importance of oracy is reinforced by setting some homework tasks which involve pupils in speaking and listening, e.g. recording interviews, compiling and completing questionnaires, preparing talks, watching television programmes and giving oral feedback, collecting information for oral history projects.

## APPENDIX

### Statutory requirements for SPOKEN LANGUAGE Years 1 - 6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and 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, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

