



# SPEAKING AND LISTENING POLICY



**Policy Updated: May 2026**

**Future Review: May 2029**

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**Committee: LGC**

**Version: 1.3**





*"Small school, big hearts.  
Wise, responsible, kind like the Good Samaritan."*

### **Our Mission Statement**

**We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.**

### **Our Vision**

**Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would like to be loved is upmost for happy, healthy lives.**

### **Values**

**Wise** - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

**Responsible** – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

**Kind** - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

### **Curriculum Intent**

Our curriculum is designed around our Christian values. Each term, we focus on 2 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.



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## **Speaking and Listening Intent**

At Buckland, we recognise that spoken language underpins all aspects of learning. Through high-quality opportunities for speaking and listening and oracy development in our curriculum, we aim to develop confident, articulate pupils who are able to communicate effectively, listen actively and respond thoughtfully in a wide range of contexts. We want all children to leave our school with the vocabulary, language structures and confidence needed to express themselves clearly, explain their thinking and engage positively with others. We recognise that high-quality speaking and listening opportunities can be transformative for all pupils, particularly those who may be disadvantaged, vulnerable or less confident communicators. Through carefully structured talk, pupils develop confidence, agency and the ability to participate fully in school life and the wider community.

We recognise the important role that talk plays in supporting thinking, reading and writing development. High-quality classroom discussion enables pupils to rehearse ideas, develop vocabulary, deepen understanding and strengthen reasoning across the curriculum. Drawing on the principles of the DfE's *Strong Foundations* guidance, we provide purposeful opportunities for pupils to develop spoken language through discussion, storytelling, questioning, drama, debate and collaborative learning.

Our curriculum is designed to ensure progression in speaking and listening from the Early Years through to Year 6. Children are taught to listen attentively, build upon the ideas of others, justify opinions and adapt their language according to audience, purpose and context. We aim to foster a culture in which all pupils feel valued, confident to contribute and respectful of the views of others.

## **The Purpose of this policy**

Speaking and listening are key life skills and play a vital role in pupils' academic achievement, social development and emotional wellbeing. This policy reflects current practice at Buckland and outlines our approach to the teaching and development of speaking and listening and oracy across the curriculum.

The policy is intended to ensure continuity and progression in teaching and learning throughout the school and to support all staff in delivering high-quality opportunities for speaking and listening development.

## **Aims and Objectives**

We aim to ensure that all children:

- communicate clearly and confidently to a range of audiences

- develop a broad and ambitious vocabulary
- express their thoughts, feelings and ideas effectively
- listen attentively and respond appropriately to others
- build upon the ideas and opinions of others respectfully
- use spoken language to clarify thinking and deepen understanding
- adapt their language according to audience, purpose and context
- participate actively in discussion, collaboration and presentation opportunities

The key elements of speaking and listening we develop at Buckland are:

1. Speaking with confidence and clarity
2. Listening actively and responding thoughtfully
3. Group discussion and collaborative learning
4. Drama, storytelling and performance

## **Foundation Stage**

In the Early Years, speaking and listening are central to learning and underpin all areas of the curriculum. Staff model high-quality language and create rich opportunities for children to develop vocabulary, communication and interaction skills through play, storytelling, role play and structured discussion.

Children are encouraged to:

- use language to imagine and recreate roles and experiences
- develop active listening and turn-taking skills
- interact confidently with adults and peers
- use talk to organise ideas and solve problems
- participate in group and partner discussion
- develop vocabulary through high-quality texts and experiences

Adults support children in extending their language through modelling, questioning and sustained shared conversation.

## **Key Stage 1**

In Key Stage 1, pupils continue to develop confidence in speaking and listening through structured opportunities for discussion, storytelling, drama and collaborative learning. Teaching focuses on developing vocabulary, sentence structure and the ability to communicate ideas clearly.

Pupils are encouraged to:

- speak appropriately for different audiences and purposes
- explain their thinking and ideas clearly
- participate in discussions and respond to others respectfully
- develop imaginative language through storytelling and drama

- work collaboratively with partners and groups
- listen carefully and build upon the contributions of others

Partner talk and oral rehearsal are regularly used to support reading, writing and wider curriculum learning.

## **Key Stage 2**

In Key Stage 2, pupils develop greater independence and sophistication in their spoken language. They are encouraged to communicate confidently in a range of formal and informal contexts and to justify opinions using evidence and reasoning.

Pupils are taught to:

- adapt spoken language for audience and purpose
- participate effectively in collaborative discussion
- articulate and justify opinions clearly
- use subject-specific vocabulary accurately
- respond thoughtfully and respectfully to differing viewpoints
- present information confidently to a range of audiences

Opportunities for debate, drama, presentation and discussion are embedded across the curriculum to deepen understanding and strengthen communication skills.

## **The Importance of Speaking and Listening across the curriculum**

Speaking and listening is central to pupils' language, cognitive and social development. Talk supports pupils to clarify their thinking, rehearse ideas, develop vocabulary and deepen understanding across all curriculum areas. Structured opportunities for discussion and purposeful talk are embedded within teaching and learning and include partner talk, collaborative group work, drama, storytelling, questioning and presentation activities.

Teachers model high-quality spoken language and explicitly teach pupils how to listen actively, respond appropriately and build on the contributions of others. Spoken language is modelled, corrected and developed in the same way as written work, with teachers supporting pupils to refine vocabulary, sentence structure and clarity of expression. Open-ended questioning and purposeful discussion encourage pupils to explain their reasoning, justify opinions and reflect on their learning. These approaches are particularly valuable in developing understanding in areas such as reading, writing, mathematics and science.

We recognise that pupils' spoken language development is closely linked to attainment across the curriculum. Therefore, opportunities for high-quality talk are carefully planned, modelled and scaffolded throughout school.

## **Implementation: Teaching and Learning**

Teachers use the National Curriculum and the school's long-term curriculum plans to ensure progression in spoken language skills across the school. Speaking and listening opportunities are carefully planned within English lessons and across the wider curriculum, recognising that spoken language is essential for thinking, reasoning and learning in all subjects.

Speaking and listening skills are developed through:

- whole-class discussion
- partner talk
- collaborative group work
- storytelling and oral rehearsal
- drama and role play
- debate and discussion
- presentation activities
- questioning and feedback
- reading aloud and performance
- cross-curricular learning opportunities

Pupils are encouraged to use talk to ask questions, explain ideas, justify opinions, solve problems, reflect on learning and collaborate with others. Teachers use open questioning, modelling and discussion prompts to support pupils in extending their spoken language and reasoning skills. Strategies such as sentence stems, talk scaffolds, choral response and echoing are used to support pupils in developing confidence, vocabulary and fluency in spoken language. Teachers maintain high expectations for participation and ensure that all pupils are encouraged to contribute and respond during lessons.

Drama strategies such as hot-seating, freeze frames, conscience alley and role play are used to deepen understanding and encourage empathy, imagination and expression.

Teachers carefully consider grouping to ensure pupils experience a range of collaborative opportunities and develop confidence when speaking with different audiences and peers.

## **Inclusion**

Teachers plan opportunities that enable all children to participate and succeed. Pupils work in a variety of groupings to support the development of

speaking and listening skills and to encourage collaboration with a range of peers.

Pupils identified with SEND are supported through carefully adapted teaching, targeted interventions and additional opportunities for structured talk. We recognise the important role that adult interaction plays in developing communication and language skills. External agencies, including Speech and Language Therapy services, may also support individual pupils where appropriate.

We also recognise that speaking and listening activities provide valuable opportunities for challenge and enrichment for pupils working at greater depth.

### **Extra-curricular Opportunities**

Pupils are given opportunities to develop confidence in spoken language beyond the classroom through:

- class assemblies and worships
- whole-school productions and performances
- church services
- participation in pupil voice groups
- public speaking opportunities
- pupil presentations
- visiting speakers and workshops
- collaborative projects and conferences

These experiences help pupils develop confidence, resilience and communication skills when speaking to a range of audiences.

### **Impact, Assessment and Recording**

Assessment of speaking and listening is ongoing and informs teachers' planning, feedback and next steps. Teachers monitor pupils' participation, vocabulary development, listening skills and ability to communicate effectively across the curriculum.

Informal assessment takes place daily through observation, discussion and questioning. Feedback is provided to support pupils in developing confidence, clarity and effective communication skills.

The impact of our speaking and listening provision is also reflected in pupils' confidence, participation, collaboration and ability to articulate their understanding in a range of contexts and audiences.

### **Monitoring and Evaluation**

The English Subject Leader is responsible for monitoring the implementation and impact of this policy across the school. Monitoring activities may include:



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- lesson observations
- learning walks
- pupil voice discussions
- planning scrutiny
- staff discussion
- monitoring of classroom environments

The outcomes of monitoring inform future action planning and support ongoing improvement in the teaching and development of speaking and listening across the school.