



# SPEAKING AND LISTENING POLICY



**Policy Updated: November 2022**

**Future Review: November 2025**

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**Committee: Quality of Education**

**Version: 1.2**

**National Support School**  
designated by



National College for  
Teaching & Leadership





*"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 3 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.

## Speaking and listening Intent

We work hard to make sure that all of our children leave our school with the ability and confidence to communicate clearly to a range of people with fluent speech, correct word formation and knowing the appropriate register in which to speak to their audience. We want all children to be able to actively show they listen to others and respond appropriately, building on ideas, concepts and opinions with courtesy and respect. We intend that all children will be able to express themselves – their thoughts, feelings and understanding through well thought out sentences and paragraphs. We want to provide opportunities for those interested in more formal speech to be able to practice this skill whether it is in competition or presenting themselves to unknown adults.

## The Purpose of this Policy

**Speaking and listening are key life skills and we recognise their huge importance in the curriculum.** This policy reflects the current practice at Buckland as well as aspiring to how we can seek to improve our provision. It is followed by all staff in their planning and delivery of teaching and learning experiences in relation to speaking and listening. This ensures a continuity of approach and the entitlement of every child in school.

## Aims and Objectives

### We want to ensure that:

- **all children leave our school with the ability and confidence to communicate clearly to a range of audiences**
- **all children are able to express themselves – their thoughts, feelings and understanding**
- **All children can listen to others and respond appropriately, showing they have listened to and are building on ideas**

The four key elements of Speaking and Listening that we develop at Buckland are:

1. **Speaking**
2. **Listening and responding**
3. **Group discussion and interaction**
4. **Drama**

## Foundation Stage

- Use language to imagine and recreate roles and experiences across all areas of the EYFS Curriculum
- Develop active listening and response
- Interact with others in play
- Use their words to 'get things done'
- Begin to use group and partner talk to discuss ideas

## KS1

- 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
- Work with talk partners to develop and explore ideas across the curriculum and to give feedback on learning

## KS2

- 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
- Use Speaking and Listening to explore and extend learning across the curriculum
- Use Talk partners to further understanding, explore and explain ideas and to give detailed feedback on learning and next steps.

## The Importance of Speaking and Listening in the Curriculum

Speaking and Listening 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. We recognise that pupils explore and develop their thinking through talk, this links strongly with our Assessment and Feedback policies. Speaking and listening activities such as Partner Talk are embedded into our daily teaching, helping pupils to become more active participants in the learning process. Pupils are regularly asked to explain their thinking and tell others **how** they got their answers. This allows pupils to clarify and develop their own thought processes, as well as enabling others to develop their own ideas. We recognise that this can be a particularly useful strategy in developing Mathematical and Scientific thinking. Teachers aim to use **Open Questioning** to encourage developed responses from their pupils.

It is vital that the significance of Speaking and Listening 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. At Buckland, we embrace Speaking and Listening as a means of further personalising our provision for each individual in our school community. It is through talking to each other that we find out important events in children's lives, identify misconceptions and barriers to learning which can then be addressed.

## Talk For Writing and Writing Discussions

As part of our approach to teaching English, all classes use Talk for Writing strategies. This means that talk should be embedded and developed before the

children do any writing. They use these strategies to copy, step out, rehearse, develop and improve their vocabulary and their writing. Speaking and listening is therefore an integral part of each English lesson. All classes follow a set of rules for speaking and listening which are displayed within the classrooms. These include not monopolising the speech, listening well, preparing what they will say and involving others.

## **Teaching and Learning Implementation**

We use the objectives in the National Curriculum and our long-term plan to plan our teaching and learning experiences and to ensure progression. These objectives are closely linked to reading and writing in particular but support all areas of learning across the curriculum.

### **Different ways that we develop speaking and listening skills:**

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

### **In our teaching and learning pupils 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.

## **Managing speaking and listening**

### **We recognise that group size is an important issue to consider:**

Studies have shown that four-member groups are more beneficial to learning improvement, however, beginning work in a pair will often provide a good starting point.

### **There are many ways we use to develop drama:**

Freeze frames  
Conscience alley  
Paired improvisation  
Hot-seating

## Resources

Tape recorders  
Microphones  
Video  
Puppets  
Story-making props  
Costumes/props  
Play scripts  
Story-tapes  
Whiteboards and pens

## Inclusion

Children should work in a variety of groupings to develop the full range of speaking and listening skills.

### For example:

Mixed gender/same gender/mixed ability/same ability/friendship groups/ mixed ethnic/same ethnic groups/older with younger children etc. Teacher's planning takes account of this and over time ensures a range of opportunities and outcomes for all children.

Children identified as having SEND have an individual plan which outlines their specific targets; often language development underpins these targets. SEND children are given additional support throughout school, either on a one-to-one basis, or as part of a small group. Increased interaction with adults who take time to talk to children has a positive impact on the development of Speaking and Listening skills. We use a range of external agencies to support our SEND children; this includes use of the Speech and Language therapist where appropriate.

We recognise that Speaking and Listening activities can be used as a vehicle for us to provide challenge for our more able and gifted and talented pupils. Projects which enable them to collaborate and collate information to present to a range of audiences are developed at different times in connection with the learning of different classes.

## Extra-curricular Opportunities

We currently provide the following activities which give the opportunity for developing speaking and listening:

- Whole school Productions
- Church services.
- Class assemblies.
- Class worships.
- Year 5 and 6 show visiting parents and children around the school.
- Visiting speakers in Collective worship/class.
- KS2 children will make a report to the rest of the class about a subject of their choice often based on a book they have read or a hobby.
- School council
- Rights Respecting work/conferences
- Public speaking competition



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

Daily informal assessments are continuous; these feed into our immediate responses to children in terms of the feedback we give them and how we advise them to take next steps. Information from these assessments are also used to inform the next stages of planning in order to ensure pupils are able to build on their previous experiences. Formal teacher assessment is given at the end of KS1 and KS2.

Impact will also be measured by observation of how our children interact with others and speak on formal occasions.

### **Monitoring and Evaluation**

It is the responsibility of the Subject Leader to ensure this policy is being delivered across each class in school. This is done through monitoring planning, discussions with staff in staff meetings, classroom observations and pupil interviews. Results of monitoring are discussed with staff and feed into subject action planning in order to ensure improvements.