



## 1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for Literacy and is presented to the Local Education Authority and the Governing Body in the Autumn Term of 2010.

It is a working document, which reflects the ethos and practice within the school in relation to Speaking and Listening. It has been written with due regard to the requirements of the Primary National Framework for Literacy and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise

The KS2 Literacy coordinator: Carolyn Baker  
The KS1 Literacy coordinator: Julie Hakner

The role of the co-ordinator: *See Appendix I Literacy Job Description*

## 2. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability race or gender.

Molescroft Primary school believes that Speaking and Listening skills are fundamental to a child's language development, learning in school and social development and as such it is vital for teachers to directly teach the skills involved as well as incorporate them in all the other subjects in the curriculum.

Most social relationships involve talking and therefore effective oral communication is a key skill for life; we aim to ensure that children can express themselves clearly and confidently, and that they are able to listen attentively to others. Nonverbal communication is integral to talk, and through drama and direct teaching, we aim for children to develop an understanding of effective communication, both verbal and non-verbal. In this way children are given the tools to be able to make positive contributions to their learning and reach their full potential in adult life



## 3. ROLES AND RESPONSIBILITIES

**The governing body** should, in cooperation with the head teacher, determine the school's general policy and approach to Speaking and Listening

**The Literacy coordinator** should, in cooperation with the head teacher, determine the school's policy for Speaking and Listening is being delivered throughout the school.

**The Teaching Staff** should, in cooperation with the head teacher and Literacy coordinator, plan and deliver effective lessons which incorporate Speaking and Listening skills and which reflect the school policy.

**The SENCO** should, in cooperation with the head teacher, Literacy coordinator and teaching staff, provide, as required, support and additional resources for teaching children with special educational needs.

## 4. PRACTICE

At Molescroft Primary School we aim to incorporate speaking and listening skills into all areas of the curriculum, while ensuring that the key skills relating to the subject are specifically taught.

**Foundation Stage**:- Children should be given opportunities to communicate their thoughts, ideas and feelings and to develop spoken language through conversations with other children and with adults, both one-to-one and in small groups. They use language to imagine and recreate roles and experiences.

**In Key Stage 1**:- Building on the skills children have already acquired, they should be learning to speak clearly, fluently and confidently to different people. They learn to listen carefully to others, so that they can remember the main points, understand and respond to others. They learn to take turns in speaking as part of a group, and they use language and actions in imaginative ways, exploring characters, situations and emotions.

**In Key stage 2**, Children learn to adapt their speech for a range of purposes and audiences. They learn to respond appropriately to others, and to consider the language and content of what has been said. They take on varied roles in group discussions and drama and become more adapt at expressing opinions and justifying their reasoning.



## Approaches to Speaking and Listening

Teaching strategies to promote learning 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
- Agreeing the rules of what makes a good speaker or listening
- 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

It is important that Speaking and Listening activities are planned into units of work across the curriculum. Learning activities may include:

- 'Talking the Text Type' as a prerequisite to writing
- Recording their responses by making documentaries, DVDs and podcasts etc
- Having the opportunity to talk about their own experiences to the whole class, a group or to the teacher
- Making explanations in a variety of situations
- 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
- Having opportunities to talk for a range of purposes
- Engaging in role play, storytelling, freeze frames and other opportunities to use language creatively and imaginatively
- Performing to others eg. class assemblies, theatre club, charity fund-raising fortnight etc.
- Taking on responsibilities in the school such as class council and pupil secretaries.



## 5. RESOURCES

Children need to have access to appropriate resources which are going to inspire speaking and listening. This is obviously going to be very different according to the age of the child and context in which it is being taught. However, examples include:

- I-pod touch for recording
- Apple Mac – Garage-band for making podcasts
- I-movie for making documentaries
- Role play equipment and areas.
- DVD relating to different aspects of the curriculum
- Equipment for the play grounds which encourage group play
- The wild-life area
- Quality literature which inspires discussion.
- Appropriate maths equipment to encourage group problem solving.
- Inspirational music
- Inspirational pictures
- Visitors and outside speakers

## 6. DOCUMENTATION

Year group objectives for Speaking and Listening can be found in the National Primary Framework.

## 7. SPECIAL FACILITIES

Clearly not all children are equally confident when it comes to Speaking and Listening and some may be more proficient at one rather than the other. It is the teacher's responsibility to ensure that the children have a safe environment in which they feel confident to express their thoughts and opinions.

Where a teacher feels a child is not meeting their full potential due to Speaking or Listening difficulties then it is expected they will co-ordinate with the SENCO where interventions such as a Social Language Group, or the intervention of the Speech Therapist may be necessary.

## 8. INSET

The Literacy coordinators will attend courses organised by the LEA advisers and inspector in the Borough. The Literacy coordinators will deliver INSET on changes to National and East Riding policy.



## 9. LIAISON WITH OTHER SCHOOLS

Molescroft Primary School is part of the Beverley cluster of schools, and as such regular meetings are held to discuss any issues which may arise. In addition to this there are termly co-ordinator meetings which the Literacy co-ordinators are expected to attend so as to be able to disseminate any new thinking within the school

Molescroft also has a close link with its feeder school, Longcroft, with whom Literacy ideas are often shared.

## 10. USEFUL PUBLICATIONS

Dfe 2008 Talk for Writing ref - 00607-2008PCK-EN

Dfe – National Strategies Primary Literacy Framework

Dfe -2003 - Speaking and listening teaching objectives and classroom activities  
ref - 0627-2003