



St Cuthbert's Catholic Primary School

Speaking and Listening Policy

St Cuthbert's Mission Statement

God made us all unique
To learn, live and grow
To show care, concern and friendship
To be the best we can
Showing Christ's love in all we do.

Speaking and Listening Policy

Statement of Intent:

At St Cuthbert's Catholic Primary School, the aim of teaching English is to ensure that our children both enjoy and effectively practise the skills of reading, writing, and speaking and listening. This is to enable and prompt our children to become literate and to be able to communicate effectively in the ever-changing world around them.

At St Cuthbert's Catholic Primary School, we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' that is needed to succeed in society:

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

Aims

Our children will be given different opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English and its application across the curriculum, with guidance and support to consolidate and reinforce taught literacy skills. Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Early Years Framework.

We understand that a large percentage of children entering our Early Years come with spoken language skills that are well below age related expectations. To redress this discrepancy, staff strive to:

- Be role models of correct spoken language, using Standard English
- Sensitively explore and celebrate the diversity of regional dialect whilst raising children's understanding of the importance of commanding a range of language styles, from informal to formal, for a range of audiences
- Increase children's awareness and use of vocabulary through the provision of language-rich learning experiences
- Develop children into confident, articulate speakers who are able to express themselves and their ideas clearly

Objectives

- To use Standard English at all times, when interacting with children
- To pick up on non-standard language errors in written work using our Feedback for Learning approach
- To establish an ethos of support and 'coaching' amongst staff and children where non-standard dialectal features are identified and converted into Standard English
- To develop children's vocabulary by modelling and encouraging the use of synonyms rather than simply accepting first ideas and using our Closing the Vocabulary teaching and learning strategies
- To draw on rich texts read within class as a way to explore and collect effective language use and vocabulary extension
- To provide opportunities for children to orally rehearse and present their ideas to different audiences
- To provide a range of opportunities for children to both speak and listen to support and develop their thinking through a variety of interactive teaching and learning strategies and activities

Implementation

The cross-curriculum approach at St Cuthbert's enables children to develop their essential speaking and listening skills, as we recognise that the teaching of these skills are not exclusive to the English

lessons. Our whole school approach to the children's development are recognised and provided as follows:

- Regular opportunities for children to voice their opinions with talk-partners, in small groups and in whole-class situations.
- Developing the ability to take turns and to listen to others.
- Opportunities for children to articulate and justify answers, arguments and opinions, give well-structured descriptions, explanations and narratives for different purposes.
- Listening and responding to a variety of different texts including stories, poetry and non-fiction texts (taught through foundation subjects).
- Teaching children to articulate thoughts and feelings of characters in books they read, and the situations they may have experienced.
- Planning opportunities for children to take part in role-play, drama activities, discussion, hot-seating and school performances.
- Encouraging children to speak audibly and fluently with an increasing command of Standard English.

All staff are to model the correct pronunciation of words and where required discreetly and sensitively model corrections for children where necessary as part of teaching and learning.

Age-related expectations and progression in speaking and listening, as detailed in the National Curriculum, are mapped out on the school's Progression in Speaking and Listening overview.

As part of our daily practice, we encourage our children to speak clearly and confidently and articulate their views and opinions. This begins when children enter the EYFS and it continues throughout school. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. They are encouraged to listen and respond to literature, and to give and receive instructions. They also develop the skills of participating effectively in group discussions.

In every lesson, children are exposed to new language and vocabulary, whether it is expressive, technical or subject-specific. Teachers encourage and model the use of new vocabulary in spoken and written language and record new vocabulary on the class Working Walls and in KLS2 Vocabulary books to support future use. These lists are overtly referred to in future lessons and children are actively encouraged to use them to enhance their work. Teachers provide opportunities for children to revisit and use new vocabulary so that it becomes embedded.

Provision for EAL Children

The provision for children with EAL is expressed in terms of 'learning support'- an umbrella term indicating the provision for a variety of types and levels of need, including SEND, EAL and Higher Achieving Pupils. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of differentiation, support for staff teaching EAL pupils and supplementary provision. EAL pupils will be provided with opportunities to make good progress and where appropriate, assess understanding in their home language in order to inform an assessment judgement in the early stages of English language learning.

Class teachers have responsibility for ensuring that pupils can participate in lessons and will have an awareness of good practice in providing for EAL pupils within the classroom setting. Our school aims to address the needs of EAL pupils within the classroom. However, there may be times when it will be appropriate for children to be withdrawn from lessons to receive focused support. For more information, please see our EAL Policy.

Inclusion and Equal Opportunities

We are an inclusive school and adhere to the notion underpinned in the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13) We set high expectations for all, regardless of race, gender or ability. Activities are planned to encourage full and active participation by all children, irrespective of ability. We plan

teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEND code of practice.

Staff routinely identify children with spoken language difficulties as soon as possible, most frequently upon entrance to Reception (see SEND policy). Children with specific speech and language and auditory problems are identified and specialist help sought, where appropriate. Within school, a range of strategies and resources are provided to such children in order to support them. These include: NELI and Talk Boost. For more information, please see our SEND Policy.

Assessment

Assessment for spoken language in Reception falls within the remit of the Communication and Language section of the EYFS curriculum and is assessed in its own right. Following the introduction of the new National Curriculum, from Key Stage 1 onwards, spoken language will be assessed through Reading and Writing, and in the other subjects of the wider curriculum.

Impact

Formative assessment is consistently ongoing by the class teacher (and other adults) through the daily teaching sessions whereby misconceptions can be addressed accordingly. Regular summative assessment of reading and writing task will incorporate moderation of the speaking and listening skills.

Monitoring and Review

The English Subject Lead and Senior Leadership Team monitor and evaluate the work achieved. In consultation with the governors, the leaders identify areas for development, resource needs and moderate standards across the school.

This policy will be reviewed annually.