



MABLETHORPE PRIMARY ACADEMY

'Be inspired'

Speaking and Listening Policy in Practice

"I can speak confidently using interesting vocabulary. "

Vision

In our school we provide opportunities for children to explore and practice speaking, using standard English and to increase challenging vocabulary through drama, discussions and presentations.

1. Introduction

English is a core subject in the national curriculum. Almost all learning takes place through the use of language and English is the most important aspect of the curriculum in the primary school, inside and outside of the classroom. The ability to communicate effectively orally is an essential pre-requisite to more advanced higher order literacy skills. It is therefore essential to children's potential achievement in almost all other areas of learning. Teaching staff agree that children in Mablethorpe Primary Academy frequently show immature or delayed aspects of language acquisition and an emphasis is placed on the development of appropriate skills throughout the school.

2. The Nature of Speaking and Listening

Children need to learn to express themselves orally in a clear and appropriate manner, matching content and style to audience and purpose. They need opportunities to practise the communication of thoughts, ideas, knowledge and feelings in a variety of forms and contexts. They will learn the conventions of conversation and group discussion, to listen and respond to a variety of stimuli and to give and receive instructions and information.

The ability to communicate clearly and with confidence is a factor in social, emotional and intellectual aspects of development and is therefore a factor in all cross-curricular learning. Building and maintaining relationships with others is dependent upon effective communication and activities are used to promote appropriate skills.

3. Entitlement

All children are expected to participate in speaking and listening activities and to practise the skills required of them. Children in nursery and reception classes follow the
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Early Years/ Foundation Stage curriculum which include the development of language for communication and language for thinking. Children in years 1 to 6 will follow the National Curriculum. Much of the work will be cross curricular and will involve the children talking about what they are doing, listening to others and sharing knowledge, thoughts, ideas and feelings. They need to describe, explain, question, predict, recall, sequence, connect and discuss possibilities and choices with increasing confidence and clarity. Children are expected to work with a talking partner for different purposes in their learning.

Children have opportunities to interact with adults and peers in a variety of contexts e.g. 1-1, small or large groups. Children perform before an audience, individually or in a group, in front of peers, others in school and visitors. They also become an audience for other classes, year groups and visiting adults as appropriate.

Children with speech and language needs are identified on the SEN register and receive programmes of support as identified on their individual provision maps or EHCPs. The Speech and Language Therapy Team or ECLIPS (Extended Communication and Language Impairment Provision for Students) service may also be involved in supporting the child's progress. 'First Call' resource materials are also sometimes used to set targets for these children. Progress is identified in terms of levels of achievement in six areas of language development

Attention and Listening
Vocabulary
Comprehension
Expressive language
Phonological Awareness
Social communication

4. Implementation

The implementation of the Speaking and Listening Policy is the responsibility of all teachers to plan appropriate activities, with the support of teaching assistants.

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Programmes of study are from the National Curriculum. Continuity and progression within the Foundation Stage and from Y1 to Y6 is provided by assessment and monitoring procedures.

Essential activities include

Speaking: being able to speak clearly and to develop and sustain ideas in talk

Listening: developing active listening strategies and critical skills of analysis

Group discussion and interaction: taking different roles in groups, making a range of contributions and working collaboratively

Drama: improvising and working in role, scripting and performing, and responding to performances

Speaking and listening objectives are not taught in isolation and children will revisit tasks in order to extend the length or complexity of communication, use a wider vocabulary or for different purposes.

5 Assessment.

Teacher assessments will be made as part of assessment for learning strategies. This information will be used to inform planning and will be shared amongst relevant colleagues. Formal assessments linked to the development of speech and language are made in response to concerns about an individual's progress. Professional advice may be sought from outside agencies such as the Specialist Teaching Team or SALT.

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