



Speaking and Listening Policy

Rationale

High quality talk leads to high quality literacy.

"Children's ability to speak and listen is fundamental to language development, learning in school and to social development. School provides new contexts for talk that demand new and greater oral skills. As with reading and writing, direct teaching of the skills involved is important."

Teaching Speaking and Listening at Key Stages 1 and 2, QCA 1999

This is especially true in Horizon as many of our children use English as their second or third language.

Aims

Speaking and Listening are essential tools for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talking and listening. In our international setting, this can take time but our aim is that every child achieves the required level of fluency and oral comprehension in English by the end of Year Six.

Guidance for Early Years

In our Foundation classes, we incorporate the early learning goals into our planning and teaching, which ensures that pupils:

- ❖ Use language to imagine and recreate roles and experiences
- ❖ Develop active listening and response
- ❖ Interact with others in play
- ❖ Use English to 'get things done'

Guidance for KS1

We build on pupils' prior learning in speaking and listening.

We:

- ❖ Encourage pupils to speak according to the context, with

- ❖ consideration for their audience
- ❖ Develop pupils' ability to use oral language imaginatively
- ❖ To express their ideas and feelings when working in drama activities
- ❖ Teach pupils to work effectively and collaboratively in groups
- ❖ Encourage children to join in discussions, making relevant contributions
- ❖ Teach children to listen carefully and actively
- ❖ Give children opportunities to speak in public during assembly

Guidance for KS2

We build on pupils' attainment and speaking and listening experiences from Key Stage 1

We:

- ❖ 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 Drama as an exciting way to use expressive speech
- ❖ Introduce the idea of formal speaking modes such as debates

Progression and Planning

The development of speaking and listening skills is essential if pupils are to become literate. Speaking and listening opportunities are noted on the Medium Term and Short Term Planning along with opportunities for various types of questioning.

Special Educational Needs

We must consider at all times that, as well as children with learning difficulties, we have very academically capable children who, nevertheless, have special needs in oral English.

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/first language speakers/second (third or fourth) language speakers/older with younger children etc

Resources

Tape recorders

Microphones

Camcorder

Puppets

Story-making props

Costumes/props

Playscripts

Story-tapes

Whiteboards and pens

Equal Opportunities

Please see the Equal Opportunities Policy

This Policy was agreed by staff in September 2008.
It should be reviewed again in October 2010 by Head, Deputy and Assistant
Heads