

## Brize Norton Primary School

### ENGLISH POLICY 2 – SPEAKING AND LISTENING

This policy was adopted by the Governing Body on 26th January 2012.

<b>Review Date Planned</b>	<b>Review Date</b>	<b>Date adopted by Governing Body</b>
26th January 2015		

#### Philosophy

We believe that the development of speaking and listening skills underpins social development and learning in all areas. We want children to recognise and articulate their own thoughts and feelings, and respond to others with courtesy and empathy. We want children to be able to follow and give instructions, and work within different sized groups. Through a range of experiences we want children to develop a wide vocabulary and we want children to be able to question, analyse, justify, predict and formulate an argument. Children need to experience a wide range of situations, activities and audiences to develop confident, appropriate use of spoken English. They need to develop the skills to listen carefully and to engage in discussions. They learn how to use drama to extend their understanding and their experiences. Speaking and listening is at the heart of the curriculum at Brize Norton Primary School.

#### Aims and objectives

Speaking and listening underpins all areas of learning. Our aim is to teach our children to:

- speak confidently, clearly and audibly in a wide range of contexts
- understand how to adapt their use of language, varying use and register in relation to purpose and audience
- listen with concentration to a wide range of spoken language in real contexts, such as: live talks, radio, television, film
- participate in pair/group discussions, debates and individual presentations
- reflect on their own and each other's use of language
- take part in drama activities for developing spoken language
- listen to stories, poetry and novels for sustained periods of time.

Drama is of central importance in developing language use and the curriculum provides opportunities for children to:

- create, adapt and sustain different roles individually and in groups
- explore meanings of texts – characters, actions, themes, emotions and ideas
- participate in spoken performances, dramatic interpretation, improvisations
- write original scripted plays to develop written skills
- evaluate their own and each other's contribution and effectiveness of performance
- experience drama for a sense of achievement, enjoyment and to develop self-esteem.
- deepen their understanding of other curricular areas e.g. history, geography and music etc.

#### Planning

The teaching of Speaking and Listening, as part of the English curriculum, is a statutory requirement. We use the Renewed Framework as a basis for implementing the statutory requirements of the programme of study for English.

Teachers plan opportunities to develop each of the speaking and listening strands,

- Speaking

- Listening and responding
- Group discussion and interaction
- Drama

through the teaching of units of work, often centred around a particular text or text type.

### **Teaching and Learning**

At Brize Norton Primary School we use a variety of teaching and learning strategies to develop speaking and listening across the curriculum using the Primary Framework guidance.

In addition, value and time are given to informal school and classroom talk and discussion as well as planned opportunities for speaking and listening. Classes further develop skills in speaking and listening through activities such as show and tell, role play, child-initiated activities and presentations.

In the Foundation Stage we teach English as part of the integrated activities linked to achieving the Early Learning Goals. We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

In Foundation Stage the use of role play, small world play and imaginative play, plus puppets provide young children with a range of opportunities to develop their speaking and listening skills. We may introduce some simple drama techniques e.g. hot seating during the year.

Many role play experiences are further developed through Key Stage 1. In Key Stage 1 children use the role play area and small world play to explore a range of imaginative situations, often linked with stories or the class topic. Drama techniques are taught and used at both Key Stage 1 and 2 including teacher in role, freeze frames, hot seating, conscience alley etc.

Performance drama may well be introduced at any stage since it is appropriate for children to learn to produce plays and live theatre. Each year all children are involved in Christmas and Summer concerts for parents.

### **Resources**

Talk for Writing is a resource from which teachers draw heavily in the teaching of speaking and listening skills. Fundamentally a resource for the oral rehearsal of written work, this resource encourages children to talk or act through their ideas at an early stage of their learning. Children can therefore become adept at choosing specific words or phrases for effect. Each class has a CD player and the school has class stocks of story tapes to develop listening skills. Role play resources are stored in topic boxes in the resource room and children in Key Stage 1 and Years 3 and 4 have their own role play areas in classrooms where they can rehearse appropriate language.

### **Related Policies**

The speaking and listening policy should be read in conjunction with the following policies,

- Overview English Policy
- Reading Policy
- Writing Policy
- Spelling Policy
- Handwriting Policy

### **Review and Evaluation**

This policy was drawn up by the English coordinator in consultation with the staff. January 2012.