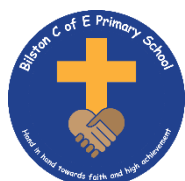


# Bilston Church of England Primary School



# Speaking and Listening Policy

## Our Vision

'Hand in hand together with faith we will strive to achieve all things'

'I am able to do all things through him (Jesus) who strengthens me'

Philippians 4:13

Approved by Governors at:	The Teaching and Learning Committee
Date approved:	12.10.23
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Chair of committee:	Rev Simon Skidmore

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DATE FOR REVIEW OCTOBER 2025

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# BILSTON CHURCH OF ENGLAND

## PRIMARY SCHOOL – SPEAKING AND LISTENING

### OVERVIEW

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#### **Rationale**

The ability to communicate with others, to be able to express our thoughts and ideas is a vital part of our whole curriculum and is a skill for life. At Bilston Church of England Primary School we build on the children's experiences of speaking and listening, planning opportunities to develop specific skills and to value the importance of Speaking and Listening as a learning skill. Children will be expected to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience.

We enable them to take varied roles in groups, giving them opportunities to contribute to situations with different demands. Speaking and Listening is integral to children's learning. We learn by talking about our thoughts and ideas, we can edit and refine our thoughts and we learn from listening to others. We teach children to respond appropriately to others, thinking about what has been said and the language used. This means that Speaking and Listening is valued across the whole curriculum not purely in English.

We aim for children to be able to speak clearly, and to develop and sustain ideas in talk. In listening, we aim for children to become attentive listeners, developing their analytical skills. We want children to take part in group discussions, make valid contributions, listen to others and have the ability to work collaboratively. In drama, we aim for children to express their ideas, take on roles and perform to others using verbal and non-verbal communication.

#### **Implementation**

Good practice starts in the foundation stage and our EYFS curriculum is centred around language rich texts covered in a topic-based style. Each half term, our learning is tailored around a basic topic through which we can follow the children's interests. Every week, children are introduced to a new text related to

the topic and fully immersed in this text with learning opportunities and enhancements linked to all areas of learning.

**With a focus on the three main strands:**

- Communication and Language
- Physical development
- Literacy

**We ensure our practitioners:**

- Provide opportunities for children to communicate thoughts, ideas and feelings.
- Encourage children to build up relationships with adults and each other.
- Incorporate communication, language and literacy development in all planned activities in each area of learning.
- Provide opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books.
- Provide opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences.
- Plan an environment that reflects the importance of language through signs, notices and books.
- Provide time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language.
- Use Makaton to communicate with children that are less verbal.

**At Key Stage One (Years 1 and 2):**

- Children should learn to speak confidently and listen to what others have to say.
- They should begin to read and write independently and with enthusiasm.
- They should use language to explore their own experiences and imaginary worlds.

**At Key Stage Two (Years 3-6):**

- Children should learn to change the way they speak and write to suit different situations, purposes and audiences.
- They should read a range of texts and respond to different layers of meaning in them.
- They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Speaking and Listening is modelled in all curriculum areas. Speaking and listening will occur on a one-to-one basis, in small groups and in whole class situations. It may on occasions, involve groupings of children from different year groups. In order to promote high quality speaking and listening, it is important for teachers to adopt a variety of strategies. It is important to incorporate these over a period. These strategies involve:

- Teacher modelling of dialogue (turn taking, offering opinions and inviting responses).
- Modelling excellent listening skills (respecting, even if disagreeing with other viewpoints).
- Modelling values (encourage participation by all, praise sensitivity).
- Modelling participation.
- Providing a wide range of contexts for speaking and listening.
- Providing clearly structured tasks which require all pupils to participate in talk. (e.g., class debates)
- Giving pupils the opportunity to take on different roles within groups.
- Showing children how to organise and structure their speech and to use vocabulary and syntax to communicate more complex meanings.
- Showing how talk can directly impact on their learning e.g., oral rehearsal of sentences before writing them down; 'think it, say it, like it, write it!' Progression in speaking and listening is mapped out in line with National Curriculum Programme of Study for Spoken Language.

### **Spoken Language**

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and

linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Our children are encouraged to develop a capacity to explain their understanding of books and other reading and given the opportunity to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use these conventions for discussion and debate.

All pupils are encouraged to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama within English lessons as well as in class performances throughout the academic year. Pupils are encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role. They also have opportunities to improvise, devise and script for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the National Curriculum. These are reflected and contextualised within the reading and writing domains. **(See English Policy)**

Progression in speaking and listening is mapped out in line with National Curriculum Programme of Study for Spoken Language.

Impact:

The impact of our approach to speaking and listening at Bilston Church of England Primary School on our children is clear to see. Our children are confident speakers, and they embrace opportunities to speak, whether it be in the classroom, in assembly, in front of other adults in school through pupil voice interviews or in front of parents and governors. The proof of the speaking and listening learning that has taken place can be heard in the voices of the children that we teach. It will be heard when listening to them debate in class, when

watching them turn-take in a group discussion, felt through the profound questions they ask and the attentiveness with which they listen.

**Engage pupils in back-and-forth interactions.**

At Bilston Church of England Primary school we believe that adults should talk to pupils throughout the day to support their language development (which, in turn, will boost their confidence when reading). These interactions could involve teachers:

- Thinking out loud, to model new language for pupils
- Paying close attention to what pupils say
- Rephrasing and extending what pupils say
- Validating pupils' attempts at using new vocabulary and grammar, by rephrasing what they say if necessary
- Asking both open and closed questions
  - Answering pupils' questions
  - Explaining why things happen
  - Deliberately connecting current and past events, for example by asking “o you remember when ...?”
- Providing models of accurate grammar
- Extending pupils' vocabulary and explaining new words
- Connecting one idea or action to another
- Helping pupils to articulate their ideas in well-formed sentences.

There are many opportunities within the curriculum to develop skills in using speaking and listening and to develop children's spoken language. There will be wide ranging examples of talk, debate, discussion, instructions and explanation within the school curriculum, each and every day.

This grid shows a sample of some planned for opportunities within our curriculum.

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
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<p>Book Talk- discussions about story or genre.</p> <p>VIPERS – children verbally summarising a chapter from the class book.</p>	<p>Children can discuss the plan for their writing- possibly adapting a known story to create their own.</p> <p>Read aloud their writing to peers to aid proof reading and editing skills.</p>	<p>Children can explain how they reached a solution when problem solving.</p> <p>Talk about the importance of putting digits in the correct column on a place value chart.</p>
<p><b><u>Science</u></b></p> <p>Talking and predicting during investigations.</p> <p>Discussions based around classification.</p>	<p><b><u>Computing</u></b></p> <p>Working with children to debug programmes.</p> <p>To record audio for their own presentations.</p>	<p><b><u>Beliefs &amp; Values</u></b></p> <p>Discussion with Rev Simon- In weekly assemblies.</p> <p>Reflecting on values and school behaviours on PSHE.</p>
<p><b><u>History</u></b></p> <p>Discuss and debate about and compare the past in comparison with today's expectations.</p>	<p><b><u>Geography</u></b></p> <p>Discuss landmark and features linked to physical and human geography.</p>	<p><b><u>Art</u></b></p> <p>How does the painting make you feel?</p> <p>Discuss the traditional, modern, or contemporary art displayed.</p>
<p><b><u>Design &amp; Technology</u></b></p> <p>To explain how their design will be made. Provide a verbal evaluation of a finished model or product.</p>	<p><b><u>Music</u></b></p> <p>To talk about and describe texture in a piece of music.</p> <p>To begin using musical language when talking.</p>	<p><b><u>MFL</u></b></p> <p>To use familiar greetings and farewells.</p> <p>To ask and understand simple time phrases and say what time something happens.</p>



<p style="text-align: center;"><b><u>PE</u></b></p> <p>To use talk to discuss tactics and give and receive instructions in a game. To discuss the impact of exercise on their bodies and how it makes them feel.</p>	<p style="text-align: center;"><b><u>PSHE</u></b></p> <p>Talk about what rules and laws are and identify how they help us.</p> <p>To discuss consequences of borrowing money</p>	<p style="text-align: center;"><b><u>Wider Curriculum (e.g., assemblies / clubs)</u></b></p> <p>Children leading worship, leading whole school in prayer.</p> <p>After school provision, leader responsibilities such as School Council, Makaton Champions, Play leaders, Digital Ambassadors.</p>
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### **Cultural Capital**

We provide Cultural Capital for our children through our Speaking and Listening curriculum by ensuring:

- Children have knowledge of that spoken language and understand the importance of being able to express themselves and communicate with others is a life skill which will support them throughout their lives.
- Children who have not had rich language experiences are able to build up cultural capital as they practice their skills in their spoken language.

School provide a rich and varied vocabulary for speakers to draw upon.

- School provide opportunities to learn how to use spoken language effectively to engage with all areas of the curriculum.
- Creativity flourishes through debate and performance such as performing to parents at key events throughout the academic year.

Donna Robinson

English Coordinator, October 2023

