

# Speaking and Listening

## Intent

At Pensilva Primary School we aim to develop articulate speakers and confident, reflective listeners. We recognise that speaking and listening are building blocks of literacy (Literacy Trust 2021). Speaking and Listening are important strands which relate to the entire curriculum and impact on all learning. They are therefore integral to our whole school programmes of study. Children need to be confident and engaged speakers and listeners to be able TO LIVE in their world and fully communicate within it and with others around them. They need to be able to listen to be able to experience and TO LOVE language and sounds and to develop the skills needed to communicate effectively within relationships with others. Well-developed oracy skills are vital for children TO LEARN in all subjects of the curriculum.

We aim to promote high standards of language and literacy by equipping our children with a strong command of the spoken word; discussion techniques in order to learn; the skills to elaborate, explain and clarify their understanding and ideas. We want them to be able to effectively communicate with the different audiences they may encounter for a range of purposes. These skills are integrated into all areas of the curriculum. As children progress on their learning journey at Pensilva Primary School they will:

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.
- Debate issues and formulate well-constructed points.

Following the aims and objectives of the National Curriculum, Pensilva Primary School endeavours to ensure that the children are equipped to listen and respond appropriately to adults and peers; that they can ask relevant questions and use relevant strategies to build their vocabulary. Children are challenged to articulate and justify answers, arguments and opinions. They are confidently able to maintain attention and participate in collaborative conversations, with enjoyment of using language in different contexts.

## Implementation

The Four Strands of Speaking and Listening: Speaking; Listening; Discussion and Drama permeate the whole of the Pensilva Primary curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Our curriculum is structured through the use of high-quality core texts which fosters the children developing and using their speaking and listening skills. We do this in a range of ways including:

- ❖ stories, songs and poems
- ❖ reading aloud
- ❖ retelling stories
- ❖ imaginative play and role play
- ❖ describing events, observations and experiences
- ❖ drama activities e.g. hot-seating
- ❖ giving reasons for choices
- ❖ explaining ideas and opinions
- ❖ reflecting and responding to others

- ❖ planning for writing
- ❖ predicting and investigating
- ❖ presentation to different audiences

English and other curriculum subjects provide support tools such as sentence stems, vocabulary banks and glossaries which are evident on working walls and in children's books. Within planning and learning sequences there is evidence of oracy-based tasks to support the development of oracy skills alongside subject knowledge, skills and understanding.

Throughout their time at Pensilva Primary School there are enrichment opportunities for speaking and listening these include the school council, Year 6 Team Leader roles, plays and performances to parents, assemblies, inter-school events and visitors.

## **Impact**

Ongoing formative assessment takes place regularly and this is used to identify gaps in vocabulary and skills and will inform future planning. Assessment for learning is used throughout individual lessons to inform future planning and to identify elements that need to be addressed at later points.

Within each term, children are assessed using the progression of skills. The skills for each year are assessed, however if pupils are working below their year group, previous year group skills are used. We use iTrack to record attainment.

## **Essential Characteristics**

- An exceptional talent for listening attentively so as to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.