

Sunning Hill Primary School



Speaking and Listening Policy

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Reviewed by: Governing Body

Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world. Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

Curriculum Intent for Speaking and Listening

Sunning Hill Primary School follows the statutory programme of study and attainment targets for English at KS1 & KS2 and the EYFS Framework. We aim to deliver a high-quality English education that will teach pupils to speak and write fluently so that they can communicate their ideas to others. Our curriculum promotes high standards of language and literacy by developing pupil's command of the spoken and written word, whilst promoting their love of literature through widespread reading for enjoyment. Our English curriculum is carefully planned to meet the needs of all pupils, including those who are disadvantaged or with SEND needs.

We aim to ensure that all pupils:

- Are given opportunities to express themselves in a variety of speaking and listening activities, matching style and response to audience and purpose.
- Develop their competence, precision and confidence in speaking and listening.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Curriculum Implementation for Speaking and Listening

Our English curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the English curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond.

We ensure that the curriculum is taught in line with our aims:

- The classroom environment should encourage the use of talk.
- Provide a meaningful context and real purposes for language use in all areas of the curriculum.
- Integrate talk into the learning process as a whole.
- Children should explore and experience language through a wide variety of situations, e.g. questioning, discussions, debate, drama/role play, freeze frames and hot seating.
- Stories, poems and songs should include examples from different cultures and authors, and from pupils' own work.
- Children should be grouped in different ways in order to facilitate discussion and collaborative work, enabling them to share ideas and opinions.
- Allow children to experiment, make mistakes and gradually build confidence in themselves and their ideas.
- The children's home languages should be valued and respected.

Speaking and Listening POLICY

- Structured speaking and listening activities will be included in planning to help children develop their ideas and explore their understanding.
- The English curriculum is delivered as a discrete subject and reinforced throughout the curriculum.
- There is a consistent approach used throughout EYFS, KS1 and KS2.
- The statutory programme of study and attainment targets for English at KS1 & KS2 and the EYFS curriculum is followed. This promotes an English curriculum that is progressive and allows children to build upon previous learning.
- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively in writing. We feel this is particularly pertinent for the children in our school.
- The English curriculum is adapted, through appropriate differentiation to meet the needs of all learners and prepare them for the next stage in their education.
- Vocabulary is selected and taught explicitly using the national curriculum and subject vocabulary linked to texts. This is progressive across year groups and is clearly displayed in classrooms, on working walls, so the children can refer to it to enhance their speaking and listening.
- Collaboration is promoted at all levels of school life with children given the opportunity to work in groups or pairs.
- Expert teacher subject knowledge is developed through CPD and coaching. The school has a carefully planned induction programme to support ECTs and new staff.

Curriculum Impact for Speaking and Listening

Through the clear and aspirational intent, structured and rigorous implementation of the English curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills.

The impact of this is measured in the following ways:

- Monitoring of the subject through, planning, learning walks, lesson observations, book scrutiny and pupil discussions to measure outcomes in writing in all year groups. Strengths are celebrated and areas for development are acted upon.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins, pupil questionnaires and book monitoring. This information is used to plan staff meetings and external training opportunities.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.