

Teaching and learning of: Speaking and Listening

INTENT	We follow the National Curriculum and integrate speaking and listening in to the delivery of all subjects. We aim to promote high standards of language and literacy by equipping pupils with a strong understanding of the spoken word; to communicate and develop a love of communication through speaking and listening for a range of purposes and enjoyment.		
Underpinned by	Knowledge	Mastery	Vocabulary
	We follow the National Curriculum programme of study to ensure that the children are achieving attainment relevant to their appropriate age. • Provide numerous opportunities to listen and respond appropriately to others • Provide a broad balanced curriculum with lots of opportunities for children to ask relevant questions to extend their understanding and knowledge • Build and enhance the range of vocabulary which is used when speaking • Equip pupils with the skills to become confident, audible and fluent speakers in a range of situations • Develop children's ability to effectively articulate and justify answers, arguments and opinions • Increase attention and active participation in collaborative conversations • Equip pupils with an increasing command of Standard English • Encourage and provide many opportunities for children to participate in discussions, presentations, performances, role play and improvisations	Pupils are taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils understand how to take turns and when and how to participate constructively in conversations. Pupils show mastery by increasing their vocabulary: this will range from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.	Broad and deep vocabulary knowledge is an essential prerequisite for successful oracy skills We aid vocabulary development by: • Pre teaching vocabulary • Discuss meanings • Grouping words (eg with same root) • Comparing words • Finding precise definitions We can split vocabulary in to two types – Receptive vocabulary – words we hear and read Expressive vocabulary – words we say and write

	Encourage pupils to discuss, consider and evaluate different viewpoints		We develop 'word consciousness'. It can help make the unfamiliar academic vocabulary of school accessible to every child. We have WORD RICH CLASSROOMS. We use the 3 Tier hierarchy of words to up level vocabulary knowledge in the class. Tier 1 – basic words of everyday talk Tier 2 – valuable words that appear across the school curriculum, but they are not typically in everyday talk. Tier 3 – subject specific words Children are encouraged to use the different tiers of vocabulary when appropriate.
--	---	--	---

IMPLEMENTATION	At Hook-with-Warsash C of E Academy we teach speaking and listening skills as part of English lessons although these skills are applied and practised across the curriculum and through a range of enrichment activities. The speaking and listening skills, taught in each class, build on the skills taught in previous years, allowing children to continuously develop. Our expectations are high and we aim to equip children to use speaking and listening skills which are vital throughout their everyday lives both academically and socially. We recognise that it is vitally important to increase children's vocabulary so they are able to understand what they hear in the world around them and allow them to express themselves in more effective ways. There is a focus on ensuring the understanding of context and instructional words (compare, predict, arrange, prepare). Therefore, we ensure that children are exposed to a wide range of vocabulary that enables them to do this effectively. During Foundation Stage, the children learn the vital first skills from the Foundation Stage curriculum. In Key Stage 1, children often need higher levels of modelling and scaffolding and support to manage group discussions. As children move into Key Stage 2, the skills they have learnt can be applied more independently and they can take greater control for managing group discussions and the focus shifts to the ability to listen and build on the ideas of others and the complexity of the types of task increase. In Upper Key Stage 2, there are further opportunities to take part in speaking and listening activities, through presentations and events. Children have many opportunities to perform to a large audience and to learn and practise the skills required and these performances become more complex and less supported as the children move through the school. All children perform in collective worships every year. Across the school, speaking and listening is taught through a variety of activities and is often linked to a high quality class text or topic. High quality speech and vocabulary is modelled by the adults in school. All pupils receive feedback on their spoken language and listening so they can improve their knowledge and skills and develop their use of effective spoken language. Children are taught the language and vocabulary necessary to express and understand their emotions.		
	SEND / Disadvantaged Children who are struggling with speaking and listening skills receive additional support, additional intervention and outside agency support is accessed when required. Children who are unable to express their feelings and emotions verbally have access to ELSA support, and interventions are put in place in the classroom.	EYFS The EYFS long term plan follows the EYFS Framework and has been devised to ensure a secure understanding of communication, language and literacy. We recognise that this is a fundamental building block for speaking and listening. A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write. Spoken language runs through the national curriculum programmes of study for English and all seven areas of learning and development in the revised Early Years Foundation Stage statutory framework.	Feedback, Questioning and Discussion Pupils receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.
IMPACT	Children will leave Hook-with-Warsash C of E Academy being literate. They will be able to listen carefully and attentively and speak clearly. They will be able to ask deep and meaningful questions to improve their understanding and take part in collaborative discussions. They will be confident in speaking in a range of situations, in front of a range of audiences and be able to express their ideas clearly. Children will have understanding of and the ability to use a range of vocabulary, which will mean they can fully understand what they are hearing and they are able to articulate what they want to say. They will be equipped, not		

only with the skills to speak and listen effectively but to be able to apply these in their everyday lives and in their next stages of education- for research, information and to explore the world. The most important impact we want for our children is that they develop confidence and a love of communication through speaking and listening.

Pupil Voice	Evidence in knowledge and skills	Breadth and depth
Pupils will be given opportunities to feedback on their experiences in speaking and listening through discussions and reflection on their work. Success is judged on whether pupils are positive, confident and actively engaged in speaking and listening.	The speaking and listening skills acquired would be evident in: emotional expression; their ability to talk about their learning and knowledge; conflict resolution; additional evidence of good speaking and listening is evident in the good progress children make in all other subjects; and effective day-to-day communication.	The curriculum builds spirally throughout the year, and year on year, to ensure pupils can recap on and embed learning before building in new knowledge and skills. Deeper understanding is shown as pupils are able to tackle more challenging and complex problems set around the knowledge they have developed.