

## Fairfield Endowed CE Junior School

### Speaking and Listening Policy 2016

#### Rationale

Children need to be given opportunities to express themselves through a variety of speaking and listening activities, matching style and response to audience and purpose.

In addition, children are expected to grow up in a democracy where freedom of speech is a British Value and where they are expected to debate matters which affect the country and wider world. In order for children to play their part in society, therefore, they need to know how to articulate their thoughts and how to put their opinion across in a constructive manner.

From a safeguarding point of view, children also need to know that they have a voice when faced with danger or harm.

#### Purposes

To give children a voice as well as developing them as listeners.

To develop the children's competence, precision and confidence in speaking and listening.

To provide children with the necessary skills which will enable them to express an opinion and or speak coherently in a debate or discussion.

To develop empathy.

To teach children how to speak coherently and clearly in order to get their point across.

#### Broad Guidelines

1. The classroom environment should encourage the use of talk both individually and as part of a group.

2. 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 by

- Considering topical issues, what's in the news, make references to government and influential people within their culture and that of others'.
- Encouraging children to explore points of view about school, community or world issues.
- Encouraging children to explain their learning, their reading book, the topic they are studying, their class novel or how to reason in maths.
- Display key words/enriched language on the classroom wall and encourage pupils to use in their written form.
- Introducing focused lessons on developing speaking using different stimuli such as thought provoking pictures, film clips, songs and poems and key themes in collective worship.

3. Explicitly modelling good speaking and listening and teaching explicit skills. When giving children an opportunity to speak, modelling what is expected and developing success criteria in the same way that we would for any other taught skill.

4. Children should explore and experience language through a wide variety of situations, eg: discussions, questioning and debate, drama/role-play and hot seating. Strategies we use include;

- The use of P4C as stimulus for discussions and thought provoking items.
- Providing the children with the key words and phrases needed to be able to express one's opinion.
- Encouraging the use of talking partners/peer marking and feedback and peer learning to stimulate conversation.
- The use of 'Godly Play' resources.
- The use of puppets and other materials to provoke speaking.

5. Group children in different ways in order to facilitate discussion and collaborative work, enabling them to share ideas and opinions.

6. Allow children to experiment, make mistakes and gradually build confidence in themselves and their ideas.

Encourage the children to take risks by at first saying 'I'm taking a risk but...'

7. Provide forums for children to speak such as Celebration Assemblies, Collective Worship, feedback and response time in class, show and tell, school council, the pupil leadership team, during lunch or when out on the playground.

8. The Character Education Project to develop the school focus on hospitality.

9. As a school, communicate with parents regularly, by meeting them on the yard each day, by texting them good news about their children, by phoning them or by sending newsletters and certificates home.

### Conclusion

Speaking and listening is the most natural form of communication for children and relates to all areas of the curriculum and school life. Structured speaking and listening activities are included in planning to ensure progress and help children develop their ideas and explore their understanding.

All staff are role models.