



SPEAKING AND LISTENING POLICY

St. Mary's Catholic Primary School

Mission Statement

*LEARNING TO LIVE OUT OUR CALLING WITH
COMPASSION AND LOVE*

Rationale

At St. Mary's, we are a Voice 21 school. We believe that children's ability to speak and listen is fundamental to their language, social, cognitive and academic development. For this reason, talk and language development is an integral part of learning across the curriculum. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening: a systematic approach to teaching is fundamental.

Aims

At St. Mary's Catholic Primary School, we aim to:

- Teach children to speak clearly and to develop and sustain ideas in talk.
- Develop active listening strategies and critical skills of analysis.
- Encourage children to take different roles in groups, make a range of contributions and work collaboratively.
- Use drama and hot seating across the curriculum for improvisation and working in role, scripting and performance and responding to performances.
- Give pupils opportunities to discuss their learning with their talk partner.
- Involve children in the process of peer marking and giving verbal evaluations of their own work and the work of others.
- Give great emphasis on developing the use of vocabulary, helping children to become more articulate and to think about their choice of appropriate use of language.

Teaching and Learning

At St. Mary's, in order to promote high quality speaking and listening, teachers are expected to incorporate specific roles in their teaching. These roles include:

- Modelling dialogue, e.g. turn taking, offering opinions and inviting response.
- Modelling listening, e.g. the use of non-verbal communication, respecting, even if disagreeing with, the views of others.
- Modelling values, e.g. encouraging the participation of retiring or reticent pupils, praising boys who display sensitivity.
- Modelling participation, e.g. recognising the value of being seen as a learner alongside the pupils.
- Providing a wide range of contexts for speaking and listening.
- Supporting the pupils by providing clear structures for tasks which require the pupils to learn through talk.
- Sharing roles with the pupils, e.g. as questioner, the 'expert' on a particular topic.

At St. Mary's, pupils have a variety of opportunities to use talk for learning. These will occur in every lesson throughout the curriculum. These opportunities include:

- Playing an active role in directing their own learning, e.g. making decisions about how to approach a task and selecting appropriate resources.

- Engaging in speaking and listening in a variety of groupings and settings, e.g. reading out loud as an individual and in a larger group during shared reading; working collaboratively on an investigation during group work; reporting findings as a newscaster during a plenary session; interviewing people as part of a research project; acting as a guide for a visitor to the school.
- Using language creatively and imaginatively, e.g. through role-play, hot seating or storytelling.
- Demonstrating what they know and evaluating their understanding, e.g. involvement in plenary sessions, use of response partners.
- Explaining their ideas using subject-specific vocabulary.
- Planning of explicit oracy outcomes in each subject area of the curriculum, encompassing a range of audiences and purposes for talk.
- A progressive skills framework from EYFS to Year 6.

At St. Mary's, the learning environment is organised to facilitate talk by:

- Using space effectively, e.g. in the Foundation Stage and at Key Stage 1 by providing listening, role-play and activity areas.
- Use of our Creative Space for drama activities.
- Providing resources to support speaking and listening, e.g. working walls, oracy stem sentence mats, puppets, tape recorders, headphones/headsets, talking tins, vocabulary banks, talk scaffolds, etc.

Progression

Early Years and Foundation Stage

Speaking and listening is at the core of the programme for developing language and literacy as detailed in "Early Learning Goals." Pupils have opportunities to develop and practise their talk through play, to listen attentively and with increasing stamina and discrimination, to respond appropriately and confidently, and to interact with others. Pupils have many opportunities to listen to, recite and respond to nursery rhymes. This provides a sound foundation for the programme of study for KS1.

Key Stage 1

At Key Stage 1, pupils have opportunities to speak to a range of audiences: describing incidents from their own experience, retelling and telling real and imagined stories, reading stories aloud, reciting poems and giving presentations to explain a process or impart information. They listen to stories and poems, sustaining concentration and participating appropriately, follow teachers' instructions and express their views about versions of stories. They ask relevant questions and express their opinions. They are taught how to operate in groups, e.g. taking turns to speak, listening to others' suggestions, allocating tasks and reporting group views to the rest of the class. While engaged in speaking and listening activities, pupils are introduced to some of the main features of spoken Standard English and they are taught how speech varies according to circumstance and audience. In drama, the emphasis is on the use of improvisation through role-play as the pupils play inventively and with concentration. They perform traditional stories and those devised by themselves to peers, and they are involved in the presentation of work from different areas of the curriculum. When reflecting on their own dramatic activities and the performances of others, e.g. visiting theatre groups, the pupils consider motives, story development and their personal response to the drama.

Lower Key Stage 2 (Years 3 & 4)

In Years 3 and 4, pupils continue to read stories aloud, recite poems, with an increasing emphasis on the use of voice for effect. There are opportunities to listen to, and participate in, storytelling, and pupils develop their use of talk to explain a model, process or impart information. Pupils talk in a variety of contexts and reflect on talk, e.g. how it varies for purpose and audience. When listening to a talk by an adult, an audio/video broadcast or a class discussion, pupils identify main points, ask relevant questions and offer their own opinions. Group interaction is developed, e.g. agreeing a plan for investigation, identifying and using resources effectively, accommodating different views and looking for consensus. In drama, pupils write and perform for a range of audiences using scripts - sometimes based on improvisations - to develop events and characters.

Drama is used to explore texts, both fiction and non-fiction, and to focus on key elements of narrative development. Pupils have many opportunities to act in role, using language appropriate to context, and recognising how the roles in situations can be approached from different viewpoints. When responding to live and recorded performances, pupils focus on particular themes, characters and ideas, and have the opportunity to compare different types of performance.

Upper Key Stage 2 (Years 5 & 6)

In Years 5 and 6, pupils continue to recite poems, with an emphasis on the use of voice for effect. Pupils have opportunities to give individual talks, conduct interviews, both individually and in groups, and, having presented arguments on matters of concern, participate in whole-class debates. They consider language variation, Standard English and dialect, and identify the features of language used in formal and informal contexts. They focus on the language of persuasion and identify how words, sounds and images relate to each other in audio and video broadcasts. Group work is further developed, e.g. identifying next steps for action, modifying plans, achieving compromise, taking on a variety of roles and evaluating the work of the group. In drama, pupils develop scripts based on incidents from novels and poems. They write for a specific audience and redraft their own scripts created for performance in the light of feedback. Improvisation and working in role are used to explore ways of life in different cultures or historical periods and themes relating to personal, social and moral development. In their response to a variety of performances, pupils comment critically on the overall impact, their response to the underlying themes and the use of specific theatrical effects, e.g. gesture, movement, sound and silence. Pupils have the opportunity to take part in a production at the end of year 6, learning the aspects of reading a script, costumes, stage direction and how they all come together.

At St. Mary's, we use the oracy framework to understand the physical, linguistic, cognitive and social and emotional skills that enable effective communication (Appendix A). We have broken down the skills that fall under these four main headings further so that skills are built upon from EYFS to Y6 (Appendix B – Oracy Progression).

Inclusion

Teachers set appropriate challenges for all pupils. Where pupils' attainment falls significantly below the expected levels in speaking and listening for a variety of reasons, (e.g. language disorder, acute reticence, hearing impairment) special provision is made for additional support through guided speaking and listening activities.

For children with English as an additional language, continued development of their first language and promoting the use of first language for learning enables children to access learning opportunities within the EYFS and beyond through their full language repertoire. Many children go through a 'silent phase' when learning a new language; this may last for several months but is not usually a cause for concern and is not a passive stage as learning will be taking place. Children will usually understand far more than they can say. Understanding is always in advance of spoken language and it is important that children do not feel under pressure to speak until they feel confident. It is, however, essential that adults continue to talk to children with the expectation that they will respond. Adults and children should respond positively and encouragingly to children's non-verbal communication. As they observe, listen and explore the setting, children will be applying the knowledge they already have in their new context. As they start to echo single words and phrases, joining in with repetitive songs and stories, their attempts should be sensitively encouraged and praised. Pupils with additional needs, have a range of resources to support their oracy development e.g. talking tins, stem sentence mats, vocabulary banks, etc.

The Role of Parents and Carers

Parents are encouraged to attend workshops, dramatic performances and demonstration lessons where the power of speaking as a tool for learning is exploited. In addition to this, parents/carers are invited to attend child led liturgies and masses throughout the year. The importance of oracy is reinforced by setting some homework tasks and reading daily, which involve pupils in speaking and listening/discussing learning with families at home.

Assessment

All teachers are responsible for assessment. In partnership with the subject leader and the headteacher they:

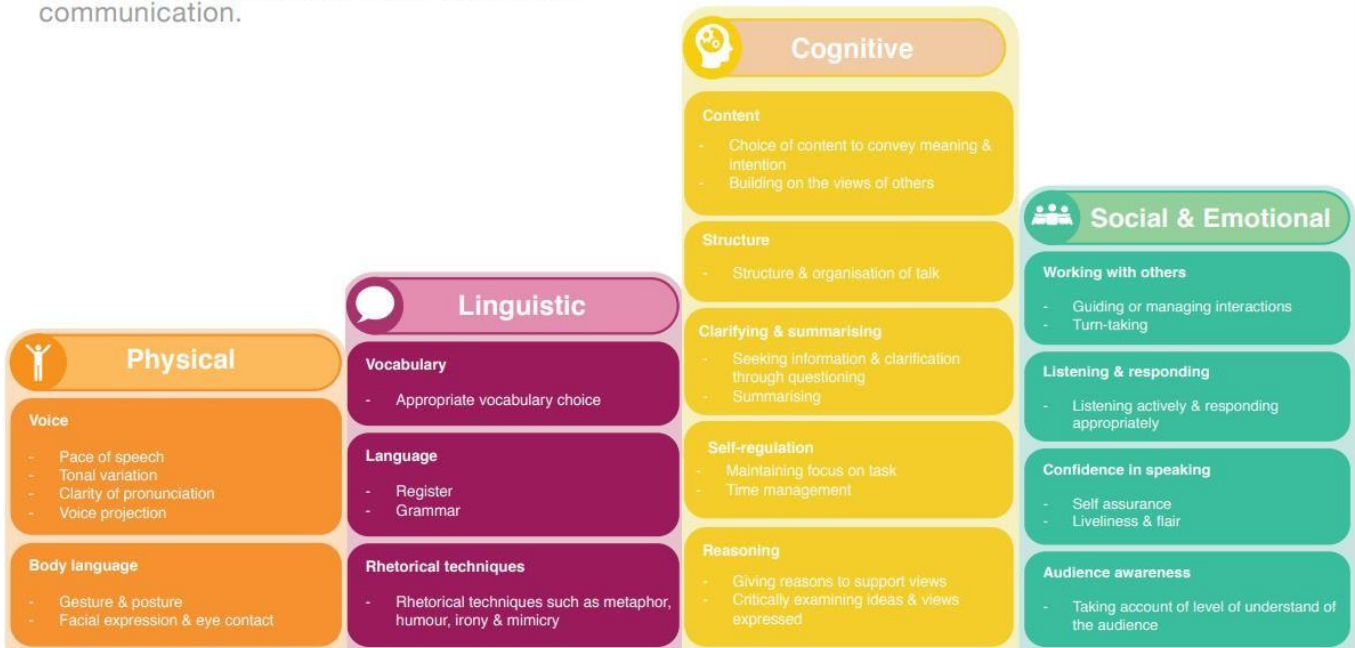
- Plan for assessments in speaking and listening at the end of each term, including a baseline assessment at the start of autumn 1.
- Pay particular attention to the assessment of pupils with IEPs that relate to improving speaking and listening.
- Have regular discussions about any concerns regarding the progress of groups/individuals.
- Plan a range of speaking and listening activities throughout the curriculum to be able to develop and assess speaking and listening.

Appendix A – Oracy Framework



The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Appendix B - Oracy Progression

	Physical	Linguistic	Cognitive	Social and Emotional
EYFS	<p>Speak clearly so they can be heard and understood by a talk partner.</p> <p>Look at who is talking and who they are talking to whilst sitting still.</p> <p>Maintain eye contact with a partner or familiar adult.</p> <p>Speak clearly so they can be heard and understood in a trio.</p> <p>Begin to use gestures to support meaning e.g. pointing at what they are discussing.</p> <p>Speak clearly at an appropriate volume so they can be heard and understood by the class.</p>	<p>Express their ideas and feelings clearly to a familiar adult or peer using full sentences, including use of the past, present and future tense</p> <p>Know the names of the four strands of the oracy framework.</p> <p>State their point of view simply to a partner and small group (up to 5).</p> <p>Use recently introduced vocabulary in conversation</p> <p>Use conjunctions, such as 'because', 'then' 'but' when explaining their plans and outcomes</p> <p>Use 'if' and 'might' to explain how they could improve their work next time.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Retell a story to a partner.</p> <p>Describe an experienced event or thoughts to a partner including 'and' to elaborate.</p> <p>Explain how things work and why they might happen.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Explain how or why something happened using 'because' or 'so'.</p>	<p>Engage in story time, building familiarity and understanding.</p> <p>Look at the speaker. Hold conversation when engaged in back and forth exchanges with their peers and teachers.</p> <p>Take turns in games and speaking.</p> <p>Begin to use language to express needs and feelings e.g. rather than snatching.</p>

Use gestures to support meaning e.g. pointing at what they are discussing.

Speak clearly and confidently in a small group of peers.

Use body language to show active listening and support meaning when speaking e.g. nodding and facial expressions.

Speak clearly and confidently when presenting learning to the class or explaining learning to an adult.

Speak clearly and confidently, projecting their voice to an audience.

Begin to use sentence stems with some prompting.

Start to answer when, where, how and why questions.

Use sentence stems independently, even if not always appropriately.

Independently speak in sentences using specific, provided vocabulary e.g. lighter/heavier rather than bigger/smaller.

Sequence events using the language of time or number.

Include 'because' in their contribution to justify ideas.

Ask simple questions.

Retell a story to a small group.

Recognise when events are out of sequence and self-correct.

Give answers, which match what has been asked (relevant and appropriate).

Able to build friendships.

Confidently use language to express needs and feelings e.g. rather than snatching.

Independently take turns and ensure all members contribute.

Confidently use language to express needs and feelings e.g. rather than snatching.

Explain the title or topic of their reading book, maintaining eye contact.

Gestures are increasingly natural to support speech.

Begin to understand the importance of posture when speaking.

Moderate tone and volume to match the audience.

Maintain suitable posture throughout a spoken contribution.

Natural use of body language and facial expressions.

Be aware of where to look or stand to ensure the audience can hear clearly.

Speak clearly and confidently in a range of contexts.

Choose the most appropriate stem sentence independently.

Use technical, subject-specific vocabulary when explaining opinions.

Use conjunctions for longer, spoken sentences.

Use stem sentences to link to others' ideas in group discussions, e.g. I agree with...

Include taught vocabulary appropriately and independently in discussions.

Recognise when they have not understood something and ask a question to help with this.

Begin to build on others' ideas in discussions.

Disagree with someone's opinion politely. Justify their agree/disagree choice with relevant explanations.

Retell an event calmly in logical order e.g. on the playground.

Make connections between what has been said and their own and others' experiences.

With support, identify a suitable question in response to a stimulus.

Take on the instigator role in a trio discussion.

Take turns showing patience.

Listen for extended periods.

Speak with increased confidence in front of a small audience.

Recite pre-prepared material in front of an audience.

To give feedback to others.

Begin to vary tone of voice for humorous or sad parts of a story telling.

Consider movement when addressing an audience.

Begin to use pauses for effect in presentational talk e.g. telling an anecdote or joke.

Begin to speak fluently in front of an audience

Use stem sentences to signal when they are building on or challenging others' ideas.

Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

Use awareness of audience to support choice of formal/informal language.

Take opportunities to try out new language, even if not always used correctly.

With prompting, vary some sentence structures and length for effect when speaking.

Know which strand of the oracy framework they are practising and explain why that is important to effective talk.

Offer reasons for their opinions.

Take on the challenger role in a small discussion.

Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.

Ask questions to find out more about a subject.

Explain reasoning in maths to the class in a logical way.

Adapt explanation to suit audience reaction.

Deliver a short presentation (with notes) to an audience.

Begin to summarise others' ideas in a discussion.

Begin to reflect on their oracy skills and identify areas of strength and areas to improve.

Notice when someone has not contributed and invite them to speak.

Listen to others and be willing to change their mind based on what they have heard e.g. opinion continuum.

Be confident when organising group talk e.g. as a chairperson.

Be able to explain why they have changed their mind e.g. opinion continuum.

Consider, when prompted, the impact of their words on others when giving feedback.

<p>Deliberately select movement and gesture when addressing an audience.</p> <p>Use pauses for effect in presentational talk e.g. telling an anecdote or joke, to allow for an audience's reaction.</p> <p>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue on the playground.</p> <p>Project voice to the back of a large space e.g. the hall, without shouting.</p> <p>Speak fluently in front of an audience.</p>	<p>Begin to understand common idioms and expressions.</p> <p>Take opportunities to try out new language with increasing accuracy.</p> <p>Use a more sophisticated range of sentence stems with fluency and accuracy.</p> <p>Show awareness of taught collocations and recognise when something 'just doesn't sound right.'</p> <p>Use appropriate vocabulary, specific to the topic at hand.</p> <p>Deliver a short teaching session to a small group of younger children, varying sentence structures and length for effect.</p>	<p>Take on the summariser role in a trio discussion.</p> <p>Confidently build on others' ideas in discussions.</p> <p>Confidently summarise discussions in a logical order.</p> <p>Identify when a discussion is going off topic and be able to bring it back on track.</p> <p>Cite evidence from the text or link wider experiences when participating in discussions in reading lessons and/or cite historical evidence or events in history lessons.</p> <p>Begin to offer opinions that are not their own by using external evidence.</p> <p>Reflect on their oracy skills and identify areas of strength and areas to improve.</p> <p>Structure extended presentational talk e.g. beginning, middle and end.</p>	<p>Listen for increasingly extended periods, being able to change their mind and explain the key reasons why</p> <p>Develop an awareness of audience e.g. what might interest a certain group.</p>
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<p>Use gestures effectively to engage and persuade an audience.</p> <p>Speak increasingly fluently in front of an audience</p> <p>Begin to deliberately vary tone of voice in order to convey meaning e.g. speaking authoritatively.</p> <p>Begin to show conscious adaptation /change of tone, pace and volume of voice within a single situation.</p>	<p>Be comfortable with using idioms and expressions and show an awareness of humour</p> <p>Use evaluative stems to support the discussion of successes and next steps.</p> <p>Begin to consider the use of specialist language to describe their own and others' talk.</p> <p>Begin to reflect on the words and phrases used to express their ideas and how this supports the purpose of talk.</p> <p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>Deliver a presentation to an audience, varying sentence structures and length for effect.</p>	<p>Self-assess own delivery of a short recorded presentation.</p> <p>Set targets to work on this year (reflect on discussions and identify how to improve).</p> <p>Use evaluative stems to support the discussion of successes and next steps.</p> <p>Explain ideas and events in chronological order.</p> <p>Ask probing questions.</p> <p>Use effective exploratory and evaluative language to clarify thinking during a discussion.</p> <p>Reach a shared agreement in their discussions.</p> <p>Independently discuss a question in a small group, maintaining focus on the question and roles.</p> <p>Chair discussion group of up to 6 pupils.</p> <p>Maintain focus and use of appropriate sentence stems.</p> <p>Present to an audience.</p>	<p>When prompted, reflect carefully on listening skills in subsequent talk.</p> <p>Consider the impact of their words on others when giving feedback and plan feedback accordingly.</p> <p>Organise group discussions independent of an adult.</p> <p>Deliver that argument to a larger audience of their peers e.g. year group.</p> <p>Speak with flair and passion.</p> <p>Adapt content of speech for a specific audience.</p>
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Use and reflect on the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue on the playground.

Project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.

Deliberately vary tone of voice in order to convey meaning e.g. speaking authoritatively or speaking with pathos when telling a sad part of a story.

Consciously adapt pace, tone and volume of voice within a single situation.

Use posture, gestures and tone of voice effectively to persuade an audience.

Speak confidently and naturally to an audience of known and unknown adults. Have a stage presence.

Use effective formal vocabulary.

Structure a persuasive speech, to present to an audience, effectively using taught language techniques for effect.

Use specialist language to describe their own and others' talk.

Carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.

Use humour, irony and sarcasm appropriately and effectively to engage an audience.

Structure their talk in abstract and sophisticated ways e.g. grouping ideas by theme.

Be able to negotiate.

Reflect on their own and others' oracy and identify how to improve, using evaluative stems

Use wider world knowledge to support views when participating in debates (mature and appropriate references).

Choose appropriately formal language when participating in debates and formal discussions.

Be able to reply to spontaneous questions from the audience, citing evidence where appropriate.

Reflect carefully on listening skills in subsequent talk.

Be able to empathise with an audience.

Engage in conversation with an unfamiliar adult.

Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.

Be able to read a room or group and act accordingly e.g. if everyone looks disengaged, changing topic, or if people look confused, stopping to take questions.