



Birkby Infant and Nursery School Speaking and Listening Policy Introduction

This policy reflects the School's values and philosophy in relation to speaking and listening. It sets out a framework within which the teaching and support staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum for English and EYFS Curriculum which set out in detail the rationale for teaching each area of English and specify the skills that will be developed for the majority of pupils in each Year Group. This document has been prepared by the Reading and Writing Co-ordinators in consultation and discussion with all the staff and governors of Birkby Infant & Nursery School. It has been produced for all teaching staff, support staff with classroom responsibilities, School Governors, parents, inspection teams, LEA advisors and interested others. Copies are provided to school staff on the server.

Purpose

At Birkby Infant & Nursery School, we are concerned with ensuring that all children learn to communicate effectively as the spoken word is the most accessible medium for learning and personal development.

Research has shown (Tizard & Hughes 1984/ Wells 1985) that levels of self-initiated conversation, negotiation and decision making, frequently plummet in early schooling.

Children need to become actively involved in their own learning and share and shape their views and understanding through interaction with ideas and places. Such collaborative learning encourages involvement and engagement, helps to motivate learners and can help adults in school respond to children's individual needs. "We do not know how many people are frustrated in their lives by the inability ever to express themselves adequately, or how many never develop intellectually because they lack the words with which to think and reason". (DES 1975)

Planned speaking and listening opportunities that offer increased access to learning across the curriculum are therefore essential.

Rationale

At Birkby Infant & Nursery School, we provide opportunities to develop confidence in speaking and listening because we recognise language is an integral part of learning and oral language in particular has a key role in classroom teaching and learning. Furthermore speaking, listening, reading and writing are interdependent and mutually enhancing.

"Oracy is a condition of learning in all subjects, it is not a frill but a state of being in which the whole school must operate". (Wilkinson 1965)

Learning through talk:

- Talk enables us to think aloud, formulating our thoughts and opinions.
- Talk enables us to order and reorder our thinking.
- Talking and listening help us to refine and develop our ideas and understanding.
- Talking and listening allow us to appreciate and discuss others' ideas and opinions.
- Talk enables us to relate new experience to previous experience and make meaning.
- Talk helps us value our ideas and our sense of self and identity-

Language is a prime area in the EYFS Curriculum.

Communication and language.

The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become more comfortable using a wide range of vocabulary and language structures.

In the National Curriculum for English there are separate programmes of study for speaking and listening.

Knowledge, skills and understanding

Speaking:

1. To speak clearly, fluently and confidently to different people, pupils should be taught to:
 - A. Speak with clear diction and appropriate intonation
 - B. Choose words with precision
 - C. Organise what they say
 - D. Focus on the main point(s)
 - E. Include relevant detail
 - F. Take into account the needs of their listeners.

Listening:

2. To listen, understand and respond to others, pupils should be taught to:
 - A. Sustain concentration
 - B. Remember specific points that interest them.

- C. Make relevant comments
- D. Listen to others' reactions
- E. Ask questions to clarify their understanding
- F. Identify and respond to sound patterns in language [for example, alliteration, rhyme, word play].

Group discussion and interaction:

- 3. To join in as members of a group, pupils should be taught to:
 - A. Take turns in speaking
 - B. Relate their contributions to what has gone on before
 - C. Take different views into account
 - D. Extend their ideas in the light of discussion
 - E. Give reasons for opinions and actions.

Drama:

- 4. To participate in a range of drama activities, pupils should be taught to:
 - A. Use language and actions to explore and convey situations, characters and emotions
 - B. Create and sustain roles individually and when working with others
 - C. Comment constructively on drama they have watched or in which they have taken part.

Teaching Strategies

Active involvement in their own literacy learning is the right of each child and through all shared and guided work children will be prompted to engage, respond and interact.

Teaching will aim to be:

- Discursive: characterised by high quality oral work
- Interactive: all pupil's contributions are encouraged, expected and extended
- Well-paced: there is a sense of urgency, driven by the need to make progress and succeed
- Confident: teachers have a clear understanding of the objectives
- Ambitious: there is optimism about and high expectations of success
- Strategies used to encourage collaboration and investigation: Showing interest-specific and authentic praise
- Modelling e.g. model genuine exploratory talk about text
- Model speculation
- Demonstrate tentativeness and genuine interest in others views
- Encouraging tentativeness
- Encouraging elaboration
- Clarifying ideas

- Suggesting alternatives
- Prompting collaboration-enable children to voice thoughts to a partner
- Investigative techniques e.g. Problem solving
- Constant recapping, demonstrating and summarising during teacher-led discussions
- Questioning
- Scaffolding
- Reconstructing
- Making personal connections-‘That reminds me of...’
- Allowing thinking time both for class and individuals
- Mirroring word or insights-‘so are you saying that?’
- Voicing affective response-‘that story made me feel’
- Deflecting decision making-handing back the responsibility

Opportunities used to integrate oral work into the whole school curriculum:

- Shared reading and writing
- Guided reading and writing
- Independent group work-interactive examination of texts
- Enquiry based learning
- Improvisation and role play
- Oral story telling
- Reading aloud
- Performances
- Giving talks
- Responding to stories/poems/adults/video/presentations
- Investigating, selecting and sorting
- Planning predicting and exploring
- Explaining, reporting and evaluating

Ways to group children to initiate talking:

- Friendship groups
- Random selection
- Teacher selected
- Personal interest groups
- Doubling pairs

Standard English

5. Pupils should be introduced to some of the main features of spoken standard English and be taught to use them.

Language variation

6. Pupils should be taught about how speech varies:

- A. In different circumstances [for example, to reflect on how their speech changes in more formal situations]
- B. To take account of different listeners [for example, adapting what they say when speaking to people they do not know].

Note on Standard English

When teaching Standard English it is helpful to bear in mind the most common nonstandard usages in England:

- Subject-verb agreements (they was)
- Formation of past tense (have fell, I done)
- Formation of negatives (ain't).

Reflecting on speaking and listening-talking about talk:

- Reflecting on their own talk:
- Confidence and competence in a range of contexts
- Choice and appropriateness
- Using language to learn
- Targets for personal development

Reflecting on others' language use:

- How people talk differently in different situations
- How people use language for different purposes
- How people use language to learn
- Languages, regional and social variations in accent and dialect
- Use of standard English

Reflecting on the construction of language:

- Different kinds of talk
- Differences between spoken and written language
- History of languages and language developments
- Proximity awareness (personal space)

Planning

At Birkby Infant & Nursery School the EYFS use the EFS Framework, launchpad for Literacy and Development Matters. Specific Speaking and Listening activities may be planned. It is expected that staff will take every opportunity to encourage children to discuss what they are doing and why and to make choices to develop thinking and listening skills.

It is expected that Key Stage 1 medium term plans will allocate speaking and listening objectives to the most appropriate curriculum areas for specific teaching, extending and reinforcing. Weekly plans (short term) detail activities and learning objectives during a week's lessons.

Assessment

Children's progress is assessed formatively termly.

Targets are reviewed and changed accordingly.

The Role of Parents

Parents are kept informed of their child's targets by the class teacher at parents evenings and parents days throughout the year and are actively encouraged and advised as to how to become involved in helping him/her to achieve these targets.

Policy reviewed: Autumn 2023

Next review: Autumn 2025