



SHANKLEA PRIMARY SCHOOL

Speaking and Listening Policy

Policy Control Details			
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Approved for issue by:	Gareth Pearson	Signature	Date
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Shanklea Primary School Speaking and Listening Policy

1. BACKGROUND

- 1.1 The Primary Curriculum framework provides a structure for planning for progression and development in children's oral skills.
- 1.2 The following strands are used to organise our work in speaking and listening:
- *Speaking for different audiences*, which includes friends, the class, teachers, other adults in the school;
 - *Listening and responding*, both in face-to-face situations and to broadcast or taped material;
 - *Discussion and group interaction*, in settings with different numbers of participants and at different levels of formality;
 - *Drama activities*, including improvisation and working in role, as well as writing and performing scripted drama.
- 1.3 Many of the activities in the framework do not specify the content or topic of the talk, so literacy or other areas of the curriculum may be the subject matter of the work set. Given the significance of speaking and listening and language development, it is important to identify adequate curriculum time and to maximise opportunities in existing provision.

2. AIMS

- 2.1 We teach speaking and listening skills to:
- develop pupils' self-confidence and sense of self-worth by creating a supportive and constructive learning environment
 - develop pupils' respect and consideration for each other by encouraging turn taking, acknowledgement of ideas, appropriate and safe behaviour and focused listening
 - develop imaginative and creative processes and responses by involving pupils in a range of methods and activities
 - develop the capacity to express ideas and feelings through drama by encouraging constructive responses to drama work
 - provide opportunities to see and hear different types of performance and drama, such as TIE and teacher working in role
 - develop the ability to work constructively as a member of a group using skills of leadership, discussion, negotiation and the blending of different people's ideas
 - develop oral and physical skills, including using language and movement appropriate to role,
 - enable pupils to build on skills attained and to progress their emotional and

- practical achievement
- offer pupils the opportunity to experience aspects of theatre by rehearsing and presenting their work to others
- develop script reading and script writing skills through structured activities and lesson plans
- encourage a positive school ethos and the development of pupils' oral communication skills

2.2 This policy is designed to:

- provide a framework for the teaching of speaking and listening which ensures that each child receives his/her entitlement in the subject
- secure progression, both within and between the Key Stages represented in the school
- provide a means of achieving consistency in the way in which speaking and listening is taught throughout the school

3. CURRICULUM ORGANISATION

3.1 Speaking and listening is integrated within a topic or other curriculum subject.

3.2 General teaching objectives are provided in the framework for planning, with a suggested focus for teaching plus ideas for extending and reinforcing. This ensures that learning builds on the previous experiences of the child and progression and continuity are ensured through a whole school planning approach, involving class teachers, the subject co-ordinator and the headteacher.

3.3 Drama games and other simple, discrete drama activities provide a strong basis for teachers to introduce speaking and listening to pupils. These will develop appropriate responses, an awareness of drama rules, speaking and listening skills, interpersonal skills and self-confidence whilst also ensuring that teachers' skills and confidence with the subject are being developed.

3.4 Drama specialists can provide focused workshop sessions for pupils, along with INSET courses for teachers. The learning of drama skills will be enhanced in a variety of ways: by visits from touring theatre companies and Theatre In Education practitioners; visits to theatres for backstage tours and to watch performances; opportunities to perform in local and national theatre festivals; opportunities to perform at school in assembly, for celebrations and at the end of term; opportunities to attend external drama workshops; the use of audio-visual and IT equipment (for watching or listening to plays).

3.5 Children in Nursery and Reception learn through simple games, activity poems, action rhymes, structured play, character exploration and other activities based on traditional stories, simple speaking and listening activities and the opportunity to present and

respond to improvisation.

4. CROSS CURRICULAR LINKS

- 4.1 There are strong links to other subjects including English, history, music, PE, PSHE and Citizenship, geography, art and religious education. Drama methods can be used within these subjects to explore a variety of roles, topics, feelings, situations and facts.
- 4.2 Specific aspects of all subjects can be explored using drama, such as character motivation, scenes and situations, roles, emotions, pivotal moments, debates, decisions and personal choices, and reactions or responses.

5. PLANNING

- 5.1 The QCA framework document Teaching speaking and listening in Key stages 1 and 2 provides the starting point for all schemes of work.

6. DIMENSIONS

- 6.1 The curriculum of our school is designed to provide equal opportunities for all pupils regardless of differences in race, sex, religion, social or economic class.
- 6.2 The school strives to achieve cohesion and continuity in the curriculum in order to allow each child to progress easily from stage to stage.
- 6.3 Special Educational Needs: it is our policy to ensure that every child is given the opportunity to receive her/his curriculum entitlement (see SEND policy).

For the most part we are able to do this by

- providing experiences which are appropriate to the individual child
- ensuring that the child has the resources necessary to carry out the work

- 6.4 Gifted and talented children should be encouraged to join school and external extracurricular activities, such as drama clubs and youth theatres, to help provide a focus for their extra abilities. They should also be provided for in terms of differentiated written work tasks, such as playwriting.
- 6.5 Health and Safety is the primary concern for all those involved with children in the school. The Health and Safety guidelines are strictly followed when children are engaged in practical activities both in the classroom or in other areas of the school, or when involved in visits further afield.
- 6.6 Health and Safety guidelines are also strictly followed when children are rehearsing or

performing on the premises out of school hours and adhered to with regard to audiences attending school performances.

7. TEACHING AND LEARNING

- 7.1 Much of the work in speaking and listening is rooted in the children's own experiences of early and structured play. They are helped to draw on these experiences in order to develop skills, concepts, knowledge and understanding.
- 7.2 Speaking and listening is taught through a variety of conventions (methods) which achieve the general teaching objectives of writing and performing drama, improvisation and role play, and responding to drama. Conventions to be used include working in role, hot seating, freeze frame, communal voice and teacher-in-role.
- 7.3 All Key Stage 2 pupils have the opportunity to take part in extracurricular groups, such as the school drama club or youth theatre. This group allows for further performance opportunities and the chance to perform in full-scale productions.
- 7.4 Opportunities are provided for children to undertake debate or communicate their views and opinions. They are provided with opportunities to present these ideas to different groups – class, year groups, through class assemblies or concerts.

8. ASSESSMENT AND RECORDING

- 8.1 Assessment will take the form of classroom observation in order to determine the quality of their work and to what extent they are meeting learning outcomes. It will also take the form of questioning, during and after the drama, in order to ascertain their knowledge and understanding of a concept.
- 8.2 The QCA guidance framework is used to inform teacher assessment at the end of the academic year.

9. RESPONSIBILITIES

- 9.1 The responsibility for the teaching of speaking and listening lies with the class teacher or English specialist overseen by the Subject Leader

10. IMPLEMENTATION AND EVALUATION

- 10.1 This policy has been drawn up in collaboration with the teaching staff who share the responsibility for its implementation.
- 10.2 The policy is due for biannual review so that any modification necessary may be made

and implemented during the academic year.

11. SUPPLEMENTARY INFORMATION

11.1 REFERENCES AND RESOURCES

QCA Framework Guidance Document:

‘Teaching speaking and listening in Key Stages 1 and 2’

Available from QCA Publications, telephone no. 01787 884444

Order reference: QCA/99/391, price approx. £6.00

