



Newport CE Junior School

Speaking and Listening Policy

Date Policy Written and Agreed by Governors:	Date of last review:	Date of next review:
Spring 2022	Autumn 2024	Autumn 2026

'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'

Intent:

The ability to communicate with others, to be able to express our thoughts and ideas is a vital part of our whole curriculum and is a skill for life.

At Newport Junior School we build on the children's experiences of speaking and listening, planning opportunities to develop specific skills and to value the importance of Speaking and Listening as a learning skill. Children will be expected to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. We enable them to take varied roles in groups, giving them opportunities to contribute to situations with different demands.

Speaking and Listening is integral to children's learning. We learn by talking about our thoughts and ideas, we can edit and refine our thoughts and we learn from listening to others. We teach children to respond appropriately to others, thinking about what has been said and the language used. This means that Speaking and Listening is valued across the whole curriculum not purely in English.

We aim for children to be able to speak clearly, and to develop and sustain ideas in talk. In listening, we aim for children to become attentive listeners, developing their analytical skills. We want children to take part in group discussions, making contributions, listening to others and working collaboratively. In drama, we aim for children to express their ideas, take on roles and perform to others using verbal and non-verbal communication.

Implementation:

Speaking and Listening is used in all curriculum areas. Speaking and Listening will occur on a one-to-one basis, in small groups and in whole class situations. It may on occasions, involve groupings of children from different year groups.

Approaches to Speaking and Listening

In order to promote high quality speaking and listening, it is important for teachers to adopt a variety of strategies. It is important to incorporate these over a period of time.

These strategies involve:

- Teacher modelling of dialogue (turn taking, offering opinions and inviting responses).
- Modelling good listening skills (respecting, even if disagreeing with other viewpoints).
- Modelling values (encourage participation by all, praise sensitivity).
- Modelling participation.
- Providing a wide range of contexts for speaking and listening.
- Providing clearly structured tasks which require all pupils to participate in talk. (e.g., class debates)
- Giving pupils the opportunity to take on different roles within groups.
- Showing children how to organise and structure their speech and to use vocabulary and syntax to communicate more complex meanings.
- Showing how talk can directly impact on their learning e.g., oral rehearsal of sentences before writing them down; 'think it, say it, like it, write it!'

Progression in speaking and listening is mapped out in line with National Curriculum Programme of Study for Spoken Language.

Impact:

The impact of our approach to speaking and listening at Newport Junior School on our children is clear to see. Our children are confident speakers, and they embrace opportunities to speak, whether it be in the classroom, in assembly, in front of other adults in school through pupil voice interviews or in front of parents or governors. The proof of the speaking and listening learning that has taken place can be heard in the voices of the children that we teach. It will be heard when listening to them debate in class, when watching them turn-take in a group discussion, felt through the profound questions they ask and the attentiveness with which they listen.

Progress in Speaking and Listening

	Year 3	Year 4	Year 5	Year 6
Spoken Word	<ul style="list-style-type: none"> ▪ Listen and respond appropriately to adults and their peers. ▪ Ask relevant questions to extend their understanding and knowledge. ▪ Use relevant strategies to build their vocabulary. ▪ Articulate and justify answers, arguments and opinions. ▪ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. ▪ Maintain attention and participate actively in collaborative conversations staying on topic and initiating and responding to comments. ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ▪ Speak audibly and fluently with an increasing command of Standard English. ▪ Participate in discussions, presentations, performances, role play, improvisations and debates. ▪ Gain, maintain and monitor the interest of the listener(s). ▪ Consider and evaluate different viewpoints, attending to and building on the contributions of others. ▪ Select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> ▪ Engage in discussions, making relevant points. ▪ Ask for specific additional information to clarify. ▪ Understand the meaning of some phrases beyond the literal interpretation. 	<ul style="list-style-type: none"> ▪ Understand how to answer questions that require more than a yes/no or single sentence response. ▪ Recognise and explain some idioms. ▪ Understand irony (when it is obvious). 	<ul style="list-style-type: none"> ▪ Understand how to answer questions that require more than a yes/no or single sentence response. ▪ Recognise and explain some idioms. ▪ Understand irony (when it is obvious).
Listen carefully and understand	<ul style="list-style-type: none"> ▪ Engage in discussions, making relevant points. ▪ Ask for specific additional information to clarify. ▪ Understand the meaning of some phrases beyond the literal interpretation. 	<ul style="list-style-type: none"> ▪ Engage in discussions, making relevant points. ▪ Ask for specific additional information to clarify. ▪ Understand the meaning of some phrases beyond the literal interpretation. 	<ul style="list-style-type: none"> ▪ Understand how to answer questions that require more than a yes/no or single sentence response. ▪ Recognise and explain some idioms. ▪ Understand irony (when it is obvious). 	<ul style="list-style-type: none"> ▪ Understand how to answer questions that require more than a yes/no or single sentence response. ▪ Recognise and explain some idioms. ▪ Understand irony (when it is obvious).
Develop a wide and interesting vocabulary	<ul style="list-style-type: none"> ▪ Use time, size and other measurements to quantify. ▪ Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. ▪ Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<ul style="list-style-type: none"> ▪ Use time, size and other measurements to quantify. ▪ Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. ▪ Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<ul style="list-style-type: none"> ▪ Use adventurous and sophisticated vocabulary. ▪ Explain the meaning of words, offering alternatives. ▪ Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. 	<ul style="list-style-type: none"> ▪ Use adventurous and sophisticated vocabulary. ▪ Explain the meaning of words, offering alternatives. ▪ Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.
Speak with clarity	<ul style="list-style-type: none"> ▪ Use verbs with irregular endings. ▪ Use a mixture of sentence lengths to add interest to discussions and explanations. ▪ Use intonation to emphasise grammar and punctuation when reading aloud. 	<ul style="list-style-type: none"> ▪ Use verbs with irregular endings. ▪ Use a mixture of sentence lengths to add interest to discussions and explanations. ▪ Use intonation to emphasise grammar and punctuation when reading aloud. 	<ul style="list-style-type: none"> ▪ Vary the length and structure of sentences. ▪ Ask questions and make suggestions to take an active part in discussions. ▪ Comment on the grammatical structure of a range of spoken and written accounts. 	<ul style="list-style-type: none"> ▪ Vary the length and structure of sentences. ▪ Ask questions and make suggestions to take an active part in discussions. ▪ Comment on the grammatical structure of a range of spoken and written accounts.
Hold conversations and debates	<ul style="list-style-type: none"> ▪ Make relevant comments or ask questions in a discussion or a debate. ▪ Seek clarification by actively seeking to understand others' points of view. ▪ Respectfully challenge opinions or points, offering an alter -native. 	<ul style="list-style-type: none"> ▪ Make relevant comments or ask questions in a discussion or a debate. ▪ Seek clarification by actively seeking to understand others' points of view. ▪ Respectfully challenge opinions or points, offering an alter-native. 	<ul style="list-style-type: none"> ▪ Negotiate and compromise by offering alternatives. ▪ Debate, using relevant details to support points. ▪ Offer alternative explanations when others don't understand. 	<ul style="list-style-type: none"> ▪ Negotiate and compromise by offering alternatives. ▪ Debate, using relevant details to support points. ▪ Offer alternative explanations when others don't understand.

Speaking and Listening Performance Indicators.

Year 3 Performance Indicators.	
Talking to others: competence; confidence; recitation, solo performance and presentation	Speak audibly and fluently with an increasing command of Standard English.
	Starting to be able to select and use appropriate registers (tone and volume).
	Read aloud their own writing, controlling the tone and volume so that the meaning is clear; rehearse poems for presentation and performance.
	Give appropriate descriptions, explanations and narratives for different purposes, express feelings appropriately.
Talking with others: listening; responding; discussion and debate	Maintain relevant topic in collaborative talk.
	Listen to and participate in discussion about books and texts, taking turns and listening to what others say.
	Advance knowledge and understanding of a subject independently through small group discussion and discuss learning.
	Work independently and collaboratively in small teams to produce and evaluate ideas.
Role-play and drama	Prepare play scripts to read aloud and to perform effectively (with some understanding of tone, volume, intonation and action).
	Speak clearly and audibly before an audience outside of the classroom (assembly; school production).

Year 4 Performance Indicators.	
Talking to others: competence; confidence; recitation, solo performance and presentation	Continue to speak audibly and fluently with an increasing command of Standard English.
	Become familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through formal presentation.
	Growing in the ability to monitor the listener's response and make adjustments.
	Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Talking with others: listening; responding; discussion and debate	Understand there are different arguments and viewpoints, responding appropriately.
	Articulate answers and opinions, being able to justify their response.
	Begin to understand the process of debate.
	Develop, agree on, and evaluate rules for effective discussion, showing the ability to evaluate their own contribution to a discussion and to change how they contribute to future as a result
Role-play and drama	Perform confidently, showing an understanding of tone, intonation, volume and action before an audience outside of the classroom (assembly; school production).
	Perform improvised dialogue/event to others.

	Year 5 Performance Indicators.
Talking to others: competence; confidence; recitation, solo performance and presentation	Give extended descriptions, explanations and narratives for different purpose, express feelings appropriately.
	Explain their understanding of what they have read, including through formal presentation, maintaining a focus on the topic.
	Gain, maintain and monitor the interest of the listener.
	Collaborate in a group to prepare a presentation.
Talking with others: listening; responding; discussion and debate	Debate with increasing understanding
	Collaborate in a group to discuss and deepen understanding of what I am learning.
	Use small group or whole class discussions to speculate, hypothesise, imagine and explore ideas without behavioural support from teacher.
	Participate in discussions effectively and I can challenge views politely.
Role-play and drama	Make use of opportunities to devise and script drama for one another and a range of audiences.
	Adopt, create and sustain a range of roles in drama and improvisation.

	Year 6 Performance Indicators.
Talking to others: competence; confidence; recitation, solo performance and presentation	Confident to select and use appropriate registers (tone and volume) for effective communication, including a command of Standard English.
	Demonstrates a degree of confidence and mastery of language when describing or explaining before the class.
	Prepares poems and play scripts to read aloud and perform clearly, audibly and with appropriate intonation before a wider audience (e.g., school assembly).
	Expresses feelings appropriately, selecting the appropriate audience.
Talking with others: listening; responding; discussion and debate	Understands and uses the conventions for discussion and debate.
	Develops own and others' knowledge, understanding and ideas in different ways through unsupervised group discussion.
	Effectively shapes the overall direction of talk with effective contributions across a range of contexts, showing implicit and explicit meanings.
	Asks and responds to questions to demonstrate a secure understanding of topics under discussion.
Role-play and drama	Can rehearse, refine and perform drama and theatre performances.
	Can respond thoughtfully to drama and theatre performances.

Engage pupils in back-and-forth interactions

At NJS we believe that adults should talk to pupils throughout the day to support their language development (which, in turn, will boost their confidence when reading).

These interactions could involve teachers:

- Thinking out loud, to model new language for pupils
- Paying close attention to what pupils say
- Rephrasing and extending what pupils say
- Validating pupils' attempts at using new vocabulary and grammar, by rephrasing what they say if necessary
- Asking both open and closed questions
- Answering pupils' questions
- Explaining why things happen
- Deliberately connecting current and past events, for example by asking "Do you remember when ...?"
- Providing models of accurate grammar
- Extending pupils' vocabulary and explaining new words
- Connecting one idea or action to another
- Helping pupils to articulate their ideas in well-formed sentences

There are many opportunities within the curriculum to develop skills in using speaking and listening and to develop children's spoken language.

There will be wide ranging examples of talk, debate, discussion, instructions and explanation within the school curriculum, each and every day.

This grid shows a sample of some planned for opportunities within our curriculum.

<p style="text-align: center;"><u>Reading</u></p> <p>Book Talk- discussions around predicting the next part of the story.</p> <p>VIPERS - children verbally summarising a chapter from the class book.</p>	<p style="text-align: center;"><u>Writing</u></p> <p>Children can discuss the plan for their writing- possibly adapting a known story to create their own.</p> <p>Read aloud their writing to aid proof reading and editing skills.</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Children can explain how they reached a solution when problem solving.</p> <p>Talk about the importance of putting digits in the correct column on a place value chart.</p>
<p style="text-align: center;"><u>Science</u></p> <p>Talk about different uses for rocks.</p> <p>Discuss some of the advantages and disadvantages of plastics.</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Children to name as many cartoon characters as they can.</p> <p>To record audio for their own presentations.</p>	<p style="text-align: center;"><u>Beliefs & Values</u></p> <p>Discussion with Rev Merry- why is Easter important to Christians?</p> <p>To talk about the importance to Muslims of the 5 Pillars.</p>
<p style="text-align: center;"><u>History</u></p> <p>Discuss why the Romans invaded Britain.</p> <p>Debate which was the luckiest of Henry VIII's wives and why?</p>	<p style="text-align: center;"><u>Geography</u></p> <p>Talk about the risks and dangers associated with a mountain's climate.</p> <p>To discuss foods that are produced in the UK.</p>	<p style="text-align: center;"><u>Art</u></p> <p>How does the painting make you feel?</p> <p>Discuss the traditional, modern, or contemporary art displayed.</p>
<p style="text-align: center;"><u>Design & Technology</u></p> <p>To explain how their design will be made.</p> <p>Provide a verbal evaluation of a finished model or product.</p>	<p style="text-align: center;"><u>Music</u></p> <p>To talk about and describe texture in a piece of music.</p> <p>To begin using musical language when talking.</p>	<p style="text-align: center;"><u>MFL</u></p> <p>To use familiar greetings and farewells.</p> <p>To ask and understand simple time phrases and say what time something happens.</p>
<p style="text-align: center;"><u>PE</u></p> <p>To use talk to discuss tactics and give and receive instructions in a game.</p> <p>To discuss the impact of exercise on their bodies and how it makes them feel.</p>	<p style="text-align: center;"><u>PSHE</u></p> <p>Talk about what rules and laws are and identify how they help us.</p> <p>To discuss consequences of borrowing money.</p>	<p style="text-align: center;"><u>Wider Curriculum</u> (e.g., assemblies / clubs)</p> <p>Children leading worship, leading whole school in prayer.</p> <p>Drama club - performance to whole school and parents. Drama, song, dance.</p>

Roles and Responsibilities:

Head Teacher and Governing Body

- support the use of appropriate teaching strategies by allocating resources effectively;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching.

English Subject Lead

- ensures the effective implementation of the National Curriculum for English;
- completes a subject action plan which addresses key areas for development based on analysis of data and key messages from monitoring.
- supports colleagues in the teaching of English (Reading, Writing, Speaking and Listening) and identifying any training needs;
- maintains the availability of high-quality resources;
- maintains an overview of current trends and developments within the subject;
- ensures, together with the SLT, a rigorous and effective programme of monitoring and evaluation including planning reviews; lesson observations, learning walks, pupil voice interviews and book looks;
- gives feedback following monitoring and evaluation to individuals and teams as necessary to ensure teaching and learning improves/develops;

Class Teachers

- ensure the effective implementation of the National Curriculum for English;
- follow this agreed policy and related policies.
- develop opportunities to foster high quality talk in lessons, when appropriate.
- model good listening and high quality spoken language.

Cultural Capital and SMSC

We provide Cultural Capital for our children through our Speaking and Listening curriculum in these ways:

- through knowledge that spoken language and the importance of being able to express themselves and communicate with others is a life skill which will support them throughout their lives.
- children who have not had rich language experiences are able to build up cultural capital as they practice their skills in their spoken language.
- through providing a rich and varied vocabulary for speakers to draw upon
- through providing opportunities to learn how to use spoken language effectively to engage with all areas of the curriculum.
- through allowing creativity to flourish through debate and performance such as performing to parents at Christmas.

A. Rotherham
Spring 2022