How We Teach Speaking and Listening at Martlesham Primary Academy



****

Contents

[Speaking and Listening Intent 1](#_Toc134110771)

 Implementation …………………………………………………………………………

[Impact - How we assess Speaking and Listening? 4](#_Toc134110772)

# Speaking and Listening Intent

“The way we communicate with others and with ourselves ultimately determines the quality of our lives.”

(Tony Robbins)

The ability to speak and listen is fundamental to pupils’ language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. 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. At the beginning of a teaching sequence there are opportunities for ‘Talk for Writing’.

Our aims at Martlesham primary:

 • To establish an entitlement for all pupils.

 • To establish expectations for teachers of this subject.

• To promote continuity and coherence across the school;

 • To state the school’s approaches to this subject in order to promote public, and particularly parents’ and carers’, understanding of the curriculum.

 Implementation:

At MPA, we follow the National Curriculum’s objectives for Speaking and Listening.

We plan to teach and encourage pupils to voice their ideas in small group and class discussions, as we recognise that sharing and explaining concepts with peers enhances learning. Staff model the use of higher-level vocabulary within their speech and expanding children’s vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including them in their work.

Our shared reading sessions encourage pupils to explore unfamiliar vocabulary and expand their knowledge of words. Staff model correct grammar in speech and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly.

Other ways we develop speaking and Listening are through:

• 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.

Pupils also have a variety of opportunities to use talk for learning. These will not occur in every lesson, but teachers are expected to incorporate them over a period of time (across each week). These are:

• playing an active role in directing their own learning, e.g. making decisions about how to approach a task, selecting appropriate resources;

• engaging in speaking and listening in a variety of groupings and settings, e.g. reading out loud as an individual and 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, hotseating, storytelling;

Progression of Speaking and Listening:

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 inter-act with others. 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 and poems aloud, 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 on tape and video. They ask relevant questions of adults and peers and express their opinion of others’ plays and presentations. 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.

Key Stage 2 (Years 3 & 4) – In Years 3 and 4 pupils continue to read stories and poems aloud, both individually and as a larger group, 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 drama 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 nonfiction, 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 themes, characters and ideas, and have the opportunity to compare different types of performance.

Key Stage 2 (Years 5 & 6) - In Years 5 and 6 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 the 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 can take part in a production, learning the aspects of reading a script, costumes, stage direction and how they all come together.

# Impact - How we assess speaking and listening?

By the time our pupils leave Martlesham Academy, we aim to ensure that all pupils have had a safe and encouraging environment and have developed into confident communicators who illuminate the goodness in each other by listening, speaking with kindness and empathy and explaining with clarity and confidence.  Children will recognise that speaking and listening can lie at the heart of conveying character, and that through speaking and listening effectively, misunderstandings cab be addressed, and relationships enhanced.