

Applecroft School



Speaking and Listening Policy

Person Responsible:	Joint English Curriculum Leaders
Review Cycle:	Annually
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School Vision:

'To create a positive and inspiring community that empowers everyone to discover their passion, develop their individual talents, realise their potential and aspire to become the very best they can be'.

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'

School Values:

Ambition and Leadership

Kindness and Supportiveness

Respect and Honesty

Determination and Resilience

Aims and Intent of Our Curriculum

We want to inspire children to be confident in the art of speaking and listening and use discussion to communicate and further their learning. We aim to develop every pupil's confidence in their abilities to communicate through the acquisition and practise of speaking and listening skills. We aim for teaching and learning in speaking and listening to be creative and provide children with the skills and understanding necessary to:

- Speak clearly, respectfully, coherently and appropriately for a variety of audiences and purposes
- Listen to the spoken word attentively, with understanding, pleasure and empathy
- Have an interest in words and their meanings to develop a growing vocabulary
- Have the ability to use speaking and listening skills to further their own and each other's learning and development - pupil voice
- Use discussion to further thinking skills and enhance depth of thought and reasoning.

Principles

The ability to speak the English language enables children to communicate their needs, experiences, ideas, emotions and knowledge.

The ability to listen is an essential social skill and enables comprehension and the acquisition of knowledge. It is a source of enjoyment and essential in showing respect for others and their views.

Excellence in speaking and listening and the acquisition of these skills is celebrated in presentations to a variety of audiences e.g. relating experiences to the class, class assemblies and whole school productions.

The four main strands that define the range of speaking and listening experiences in school are:

- Speaking for different audiences
- Listening and responding
- Discussion and group interaction
- Drama activities

Strategies

To develop children as speakers and listeners we:

- Provide opportunities to express ideas to a range of audiences
- Provide opportunities to participate in group discussion and drama activities
- Encourage children to listen and respond appropriately to others
- Help children to understand the need to adapt their speech to different situations
- Encourage children to use the vocabulary and grammar of standard English when appropriate

The teacher should aim to

- Model different types of talk and be a responsive listener
- Model the 8 habits and particularly habit 5 - listening empathetically to understand what is being said
- Provide an example of clear diction, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers
- Give opportunities for a variety of creative speaking and listening situations within the classroom including collaborative discussion work, prepared talks, debates, performances and question and answer sessions. Smaller group discussions should have a place in classroom to provide greater security for the less articulate
- Develop respect, social skills and good manners, showing courtesy to each other by listening, responding appropriately and taking turns in discussion
- Use questioning, differentiated to the needs of individuals in the group, to encourage discussion, solicit opinions and ideas
- Develop children's vocabulary through activities which focus on words and choices about words
- Introduce and teach terminology for discussing speaking and listening e.g. audience, expression, formal, take turns, tone

Class Management and Organisation

Work in speaking and listening should be planned to make effective use of a range of groupings considering gender, maturity, confidence, first language and the size of group as well as provision for pupil premium children e.g.

- Mixed or single sex groups
- 'Talk partners', pairs, larger groups
- Using observers to help the group reflect
- Assigning roles to children in a group
- Structure interaction through listening triangles or jig sawing
- Rehearsal of ideas in pairs or small groups before presentation to larger audience
- Whole class discussions

Progression

Progression is related to children's ability to:

- Sustain speaking and listening and appreciate imaginative, creative, expressive and informative language
- Contribute in a range of ways
- Use formal English appropriately
- Adapt to different circumstances and contexts with confidence and independence
- Talk explicitly about speaking and listening

Foundation

- Speak clearly to others
- Express their ideas and feelings clearly
- Speak at appropriate times, i.e. when asked or invited to
- Listen to others when they are speaking
- Learn to take turns to speak
- Respond to the topic being discussed

Spoken Language Years 1-6

These statements apply to all years and the content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes - in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupil's vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper

and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Pupils should be taught to:

- 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 within the 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

Special Needs

Pupils with special needs will be given appropriately differentiated / scaffolded support as required. This might include: positioning in the classroom, personalised equipment to aid listening/hearing, 1:1 adult provision, adaptation of tests and other support to enable pupils to be fully included in learning which involves speaking and listening.