



Spoken language and listening Policy

Person responsible: Head teacher

Ratified by the governing body: Autumn 2020

Date for review: Autumn 2023

A handwritten signature in black ink, which appears to read 'Anne Marie Renshaw'. The signature is written in a cursive style.

Reverend Anne Marie –Renshaw

Chair of Governors



Spoken language and listening in the Curriculum

Intent

All three areas of English; reading, writing and spoken language are interleaved in our curriculum to maximise the pupil's enjoyment of and progress with their literacy skills and knowledge. Our intent with spoken language in our curriculum is that children:

- enjoy communicating articulately and confidently in a range of situations and on a variety of subjects.
- can explain and express their ideas, views and feelings using a broad and rich vocabulary.
- are confident to ask relevant questions to extend their understanding and knowledge.
- maintain attention and participate in conversations, staying on topic and initiating and responding to comments.
- understand the impact of the spoken word on our thoughts and feelings through taking part in and evaluating performance poetry, discussions, debates, role play and improvisations ,plays, productions and performances.
- gain, maintain and monitor the interest of the listener.

Implementation

The adults at Messing Primary ensure that they model correct grammar and standard English whilst at the same time developing pupil awareness of the local regional accent and how this can impact on our understanding of spelling. Eg the Essex glottal stop. Through carefully planned lessons and opportunities across the curriculum subjects we aim to prepare pupils so that they speak and present confidently and effectively in real life situations now and in later life.

Spoken language skills are taught at a level appropriate to the age of the pupil. Constructive formative feedback is provided to pupils regarding their spoken language and listening skills, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language at primary school right through to secondary education and beyond.

Through self and peer evaluation pupils gain knowledge of the most effective strategies and approaches to use. The oral language skills that have been taught in preceding years is built upon with opportunities to revisit, practise and repeat learning which is key to deep understanding and having a mastery of skills.

Pupils at Messing are developing a wider vocabulary through the introduction of various initiatives including word wizards .They are given a broad range of opportunities to practice and develop their skills so that they are confident speakers in a range of settings. They love preparing and performing to audiences and these are always received with great enthusiasm from the audiences. We are particularly proud to see our pupils with barriers to learning showing resilience and determination on stage and overcome their anxiety.

Pupils enjoy talking amongst their peers and to adults in the school and are encouraged and supported with developing listening skills.

Opportunities for children to develop their competence in spoken language include:

- class discussions
- class debates
- circle time
- parent assemblies
- Christmas productions for families
- Christmas carol service for families
- end of year productions
- visitors in school

- special assemblies (Harvest, Christingle)
- School and class council
- A particular emphasis is placed on the use

Impact

The impact of the spoken language in the curriculum will be:

- Children understand that both speaking and listening are an important aspects of conversing; they respect others views and opinions even when they don't agree with them. They learn to challenge views and opinions in polite and respectful manner. They adjust their language and approach to match the person that they are talking to. **(Respect)**
- They have high expectations of themselves and take pride in their achievements when overcoming nerves and self-consciousness, particularly when presenting and performing. They are willing to challenge themselves and have a go. **(Resilience)**
- They have a love of the English language, valuing the range and effect of carefully chosen vocabulary and phrases and use these effectively in their spoken language. Through regular opportunities to and discuss their learning and reading, their understanding and ideas become clearer to them and this supports their writing. Through debates and discussions they develop skills of explaining, comparing and questioning. **(Reasoning)**

How will we measure the impact?

Formative assessment are used from a range of situations to assess pupils .Target tracker is used to track progress and age related attainment. This informs our next steps for planning.