

BLACK HORSE HILL INFANT SCHOOL



SPEAKING AND LISTENING/SPOKEN LANGUAGE POLICY

22nd October 2019

Approved by Committee _____

28th November 2019

Approved by Full Governing Body _____

Signed _____ (Chair)

Signed _____ (Headteacher)

BLACK HORSE HILL INFANT SCHOOL

SPEAKING & LISTENING POLICY

1. Statement of Principle

Language is an integral part of most learning and oral language in particular has a key role in teaching and learning. Talk is fundamental to children's development and learning and has a central role to play in developing their knowledge and understanding. Speaking and listening play an important role in children's social, emotional and cognitive development. Excellent teaching of speaking and listening will therefore enhance children's learning and raise standards further.

2. Aims

- a. Children will become good listeners.
- b. They will develop concentration and absorb what they hear.
- c. They will be able to internalise and follow instructions.
- d. Children will gain confidence in speaking for different purposes.
- e. They will develop the ability to use spoken English appropriately with correct grammar.
- f. They will develop their use of varied vocabulary.

3. Curriculum

The Foundation Stage curriculum outlines speaking and listening skills within Communication and Language. The curriculum provides a series of statements relating to children's speaking and listening skills that are focused on in small group activities and taught through all other areas on the curriculum.

Speaking and Listening is recognised as not only a communicative skill in its own right but also as the bedrock of literacy development. It also reflects the key findings of the Rose Report of the importance of speaking and listening in the development of early reading and writing skills. The 'Letters and Sounds' phonics programme which is taught throughout the school is set within a broad and rich language curriculum. In particular Phase 1 of the programme concentrates on activities to promote speaking and listening skills and phonological awareness.

4. Delivering the Curriculum

- a. There is direct teaching of speaking and listening skills in the indoor and outdoor learning environment.

- b. Opportunities are given to practise and reinforce these skills through every curriculum subject area.
- c. This may be done as whole class, group or individual activities.
- d. Role play areas are constantly in use in the Foundation Stage. These change according to the topic area. Role play areas are not mandatory in KS1, however, class/group/paired drama activities should make up part of good teaching practice.

5. **Assessment**

Assessment is done in each year group. There may be a specific Speaking and Listening/Spoken Language assessment or it may be done by the teacher observing a group activity in another area of the curriculum. All year groups plan learning opportunities for speaking and listening in order to assess the range of skills involved within this area of learning. Assessments are recorded in all classes and data is uploaded onto Target Tracker.

6. **Additional Support**

Assessments may show that certain children need additional support in order to acquire these vital skills. Support programmes are therefore in place for targeted children and these are run by the support staff.

Foundation Stage

WellComm Screening/ 1:1 WellComm targets
Early speech therapy activities
Social and communication skills intervention group

Key Stage 1

Listening and communication intervention group.
In addition to this children who attend Speech and Language Therapy are also supported in school via work sent into school by their speech therapists. One support assistant is trained in supporting early speech therapy programmes.

7. **Resources**

The children will have access to:

- a. Interactive whiteboards
- b. Access to the internet on laptops
- c. Access to the internet on iPads

8. **Role of the Subject Leaders**

- a. To keep updated with any changes in curriculum by attending all INSET provided and relay information to the staff
- b. To provide support for colleagues
- c. To ensure resources are maintained and renewed when necessary
- d. To use non-contact time each term to fulfil this role

9. Equal Opportunities

All pupils are given equal opportunities regardless of gender, race or creed.

10. Risk Assessments

These are written where applicable.

Jessica Eccles and Tracy Murphy
September 2019