Speaking and Listening at St. Mary’s Primary school

At St. Mary’s Primary School we aim to incorporate speaking and listening skills into all

areas of the curriculum, while ensuring that the key skills relating to the subject are

specifically taught.

**Foundation Stage**- Children should be given opportunities to communicate their thoughts,

ideas and feelings and to develop spoken language through conversations with other

children and with adults, both one-to-one and in small groups. They use language to

imagine and recreate roles and experiences.

**In Key Stage 1-** Building on the skills children have already acquired, they should be

learning to speak clearly, fluently and confidently to different people. They learn to listen

carefully to others, so that they can remember the main points, understand and respond to

others. They learn to take turns in speaking as part of a group, and they use language and

actions in imaginative ways, exploring characters, situations and emotions.

**In Key stage 2** - Children learn to adapt their speech for a range of purposes and

audiences. They learn to respond appropriately to others, and to consider the language

and content of what has been said. They take on varied roles in group discussions and

drama and become more adapt at expressing opinions and justifying their reasoning.

**Approaches to Speaking and Listening**

* Teaching strategies to promote learning include:
* Teacher modelling of dialogue (turn taking, offering opinions and inviting responses)
* Modelling listening (respecting, even if disagreeing with others viewpoints)
* Modelling values (encourage participation by all, praise sensitivity)
* Modelling participation
* Agreeing the rules of what makes a good speaker or listening
* Providing a wide range of contexts for speaking and listening
* Providing clearly structured tasks which require pupils to participate in talk
* Sharing roles with the pupils
* Showing children how to organise and structure their speech and to use vocabulary
* and syntax to communicate more complex meanings

It is important that Speaking and Listening activities are planned into units of work across

the curriculum. Learning activities may include:

* ‘Talking the Text Type’ as a prerequisite to writing
* Recording their responses by making documentaries, DVDs and podcasts etc
* Having the opportunity to talk about their own experiences to the whole class, a
* group or to the teacher
* Making explanations in a variety of situations
* Taking part in verbal presentations
* Encouraging children to join in discussions and give their opinions
* Encouraging children to critically appraise their own and others’ talks (self and peer assessment)
* In Guided Reading, to share opinions and discuss the meaning in books
* Collaborating in problem solving activities
* Developing an awareness of standard spoken English
* Communicating with different audiences, and reflecting on how speakers adapt their
* style to suit this
* Having opportunities to talk for a range of purposes
* Engaging in role play, storytelling, freeze frames and other
* opportunities to use language creatively and imaginatively
* Performing to others eg. class assemblies, theatre club, charity fund-raising fortnight
* etc.
* Taking on responsibilities in the school such as class council and pupil secretaries.

Children need to have access to appropriate resources which are going to inspire speaking

and listening. This is obviously going to be very different according to the age of the child

and context in which it is being taught. However, examples include:

* I-pad for recording
* Apple Mac – Garage-band for making podcasts
* I-movie for making documentaries
* Role play equipment and areas.
* DVD relating to different aspects of the curriculum
* Equipment for the play grounds which encourage group play
* The wild-life area
* Quality literature which inspires discussion.
* Appropriate maths equipment to encourage group problem solving.
* Inspirational music
* Inspirational pictures
* Visitors and outside speakers