



# Chandos Primary Speaking and Listening Policy 2018



*'If there was ever a generic skill that was most essential for success in life, it would have to be oracy: the power of effective oral communication.'* Baker, S. (2017) 'Why the promotion of Speaking and Listening skills is every teacher's responsibility' *TES*

Our Speaking and Listening procedures are as follows;

- All adults are required to model high quality spoken English at all times and develop children's spoken English by; positively correcting errors; praising good use of spoken language and engaging in conversations that help to extend vocabulary and ideas through prompting and questioning
- Teaching staff are required to provide opportunities for developing effective Speaking and Listening skills across every element of the curriculum and wider school life
- Teaching staff are required to use [Kagan](#) methods as a style of lesson delivery for promoting oracy skills and effective collaborative learning
- Teaching staff are required to model effective dialogue (taking turns to speak, expressing views or asking for responses)
- Teaching staff are required to model how to communicate appropriately with different audiences, developing skills for formal/informal speak, persuasive speak, vocal projection for addressing large groups of people; change of voice in certain situations, locations or people (how we speak to someone important compared to how we would address family)
- Teachers are required to plan activities across the curriculum that enables pupils to engage in high quality speaking and listening such as; talk for writing, story telling, role play, paired work, group work ([Kagan](#)), making presentations, hot seating, drama, etc
- Teachers are required to provide opportunities for a range of listening activities such as; recordings, films, documentaries, visiting speakers, step-by-step activities, assemblies etc
- Teachers are required to ensure they provide a language-rich environment as stipulated in our Environment Policy and [EYES Policy](#)
- Teachers are required to ensure that relevant and appropriate Tier 1-Tier 3 vocabulary is available and accessible to children in order to widen spoken vocabulary, as stipulated in our EAL Policy

## Assessment

- Teaching staff are required to assess children with SEN using the [Toolkit](#) where outcomes may lead to a referral for Speech and Language therapy, at the judgement of the Inclusion Lead
- Teaching staff are required to assess newly arrived pupils using an ARE text in their home language with support from parents. Once information is gathered on the level of language present (whether in English or home language), an appropriate language development plan can be created in liaison with the Inclusion Lead and EAL teacher
- Teaching staff are required to assess English Proficiency twice yearly. Any children awarded A, B or C are then to be [tracked](#) and monitored throughout the year

## EYFS

All of the procedures above and also;

- Teaching staff are required to assess using the Wellcom Language Screen and find each child's 'language age' and use this to plan opportunities for high quality speaking and listening in line with EYFS Listening and Attention objectives
- Teaching staff are required to plan specific and timely interventions for pupils performing well below their chronological age

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