

# XII Apostles RCPS Speaking and Listening Policy



Curriculum Team 1  
September 2023



Through learning and loving we will follow Jesus.

Date Approved by the Governing body;

(Chair): \_\_\_\_\_

(Headteacher): \_\_\_\_\_

## **INTRODUCTION**

### **TWELVE APOSTLES MISSION STATEMENT**

Our school's Mission Statement says

'Through Learning and Loving we will follow Jesus'

- To place Christ at the centre of everything we do
- To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
- To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.

Our school's Mission Statement affirms those beliefs and helps us to keep these beliefs as the basis for everything we do and gives us the purpose for all our work in Twelve Apostles.

Everyone will matter and be treated with love and will be helped to carry out their special role in God's World. In order for every child to fulfil their potential we ensure they experience a broad, balanced and engaging English curriculum that is accessible to all. Reading is the key to success in all subject areas and also the key to future success in life, leading social, economic and financial well being. Thus we strive to ensure children develop the necessary substantive and disciplinary knowledge in spoken language to fulfil their human potential in all curriculum areas and in future life chances.

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

At XII Apostles, we believe that developing speaking and listening is fundamental in order for children to make the most of every learning opportunity and are to be good communicators. As well as fully incorporating speaking and listening throughout the writing process, we also develop the children's substantive and disciplinary knowledge by utilising opportunities throughout the curriculum. This allows planning to provide for children to practise speaking for different purposes and to different audiences, listening carefully in a range of different situations, especially listening and collaborating with each other, and to practise both through a range of drama activities.

### **STATEMENT OF INTENT**

1. Legal framework
2. Aims
3. Roles and responsibilities (including monitoring & evaluation)
4. The National curriculum

5. Cross-curricular links
6. Assessment and reporting
7. Planning and teaching
8. Resources
9. Inclusion supporting pupils with SEND
10. Parental Involvement
11. Monitoring and review

## **1. Legal Framework**

This policy has due regard to statutory framework including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Assessment Policy
- English, Spelling and Handwriting Policies
- Assessment Policy
- Marking and Feedback Policy
- Teaching and Learning Policy
- Homework Policy
- Parent Code of Conduct
- Behavioural Policy
- Home School agreement

## **2. Aims**

At XII Apostles, it is our aim to provide our children a wide range of opportunities that will promote the development of their speaking and listening substantive and disciplinary knowledge. As confident and competent speakers, our children will have the opportunity to express themselves fully, experience future career success leading to financial and economic well-being and thus for many escaping the poverty trap in an area of high deprivation.

We aim for our children to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest

- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight
- Have an interest in words and their meanings with a growing vocabulary
- Listen carefully in discussion making contributions and asking questions
- Learn a range of drama strategies and conventions

### **3. Roles and responsibilities (including monitoring & evaluation)**

The SLT and Governing body are responsible for approving and monitoring this policy.

Subject Leaders responsibilities include:

- Providing strategic leadership and direction for your subject
- Producing LTP
- Reporting termly to Governors on standards in this subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area
- Monitoring pupil progress in your subject and reporting to SLT.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

### **4. National Curriculum**

According to the National Curriculum (2014) children should be able to:

- Listen and respond appropriately to adults and peers
- Give well-structured descriptions and explanations
- Ask relevant questions to extend their understanding and build vocabulary and knowledge
- Articulate and justify answers, arguments and opinions
- Gain, maintain and monitor the interest of the listener(s)
- Maintain attention, participate actively in collaborative conversations, staying on 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 and debates.
- Select and use appropriate registers for effective communication.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.

## **5. Cross-curricular links**

Due to the nature of Speaking and Listening, at XII Apostles Primary School we encourage and help our children to develop and enhance their communication across the whole curriculum.

### **Further Opportunities for Teaching and Developing Speaking and Listening**

Pupils have access to a wide range of speaking and listening opportunities that include:

Taking part in school performances

Class assemblies

School council manifestos

Talking to visitors in school

Listening to ideas and opinions of adults and peers

Role-play and other drama activities across the curriculum

Reading in church

Collective Worships for parents

'Let the Children Speak' annual competition

## **6. Assessment and reporting**

Speaking and Listening is continuously assessed through formative teacher assessments and observations made across the whole curriculum. Key assessment criteria are used to assess the children's attainment (see Appendix 1). Summative assessments are completed at the end of the year. All teachers are responsible for assessment.

Children's progress and attainment is reported to parents termly (through 2 Parents' Meetings and one end of year summative report)

## **7. Planning and Teaching**

At XII Apostles, spoken language is taught discretely, practiced and applied throughout the whole curriculum. Objectives are included on the Writing MTP and added to weekly planning, where appropriate, in all subject areas.

All staff in school are role models for our children. They model speaking clearly, listening attentively and the correct use of Standard English. The use of higher level vocabulary within their speech and expanding children's vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including them in their work.

During the school day, teachers provide a wide range of contexts for spoken language development through a variety of situations and group settings. All children have many opportunities to practice and apply spoken language in specific, meaningful and effective contexts with examples including:

- reading aloud as an individual
- daily story time
- talk for writing activities
- working collaboratively on a project
- reporting findings to an investigation
- interviewing people as part of a research project
- responding to a text
- sharing opinions and debating
- speaking and acting in role
- explaining methods in maths

The use of talking/learning partners is utilised across school and gives children the opportunity to discuss, share and try out their ideas in a non-threatening environment before sharing with the class.

Drama is used across the curriculum to explore and engage children in their learning. This gives children the chance to embed vocabulary in shared activities.

### **EYFS & KS1:**

On entry to our school, TALC assessments are completed on all the reception class. The assessments provide detailed information relating to a child's verbal reasoning and abstract language capabilities. Children are then grouped according to need. Blank Levels of questioning (Blank, Rose and Berlin, 1978) are then used in order to support a child's understanding of a task. Children receive ELKAN Blank Levels programme based on the results of their TALC assessment. The provision is equated to need and delivered by either the teacher, teaching assistant or SENCo. Children who need further intervention may be referred to SALT.

### **KS2:**

Weekly discussion sessions are carried out to give children further opportunities to discuss, listen to and share opinion. High quality narrative text extracts, poetry, song lyrics, non-fiction texts and video clips are used to stimulate discussion

## **8. Resources**

Resources utilised across school include:

ELKLAN – BLANK LEVELS

Talk for Writing

Barrier Games

TALC

## **9. Inclusion supporting pupils with SEND**

We actively encourage all pupils to have a voice, express themselves and listen to and respect others. The school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

Reading is adapted to meet the needs of individual children taking into account their primary need, making reasonable adjustments and through adaptive teaching. Intervention programmes such as 'Talkabout' and 'Time to Talk' are used within our Nurture setting; these give children opportunities to practise and develop their substantive and disciplinary knowledge. Children with significant need may have an individually planned programme of work delivered by the SENCo utilising Black Sheep resources / the Cycles programme and/ or work on the production of single sounds.

## **10. Parental Involvement: Home/School Reading**

Parental involvement is crucial to the development of a child's speaking and listening abilities. A series of tailored parental workshops are delivered to parents in KS1, modelling different strategies to support and encourage children's language development including talk during play and discussions during reading.

This continues throughout KS2, with parental workshops focusing on supporting children's reading through talking about and sharing books.

Parents are encouraged to attend assemblies and dramatic performances where the power of speaking as a tool for learning is exploited.

### **Monitoring and review**

The effectiveness of this policy will be monitored continually by the headteacher. Any necessary amendments may be made immediately. This policy is reviewed every two years by the English subject leader and the headteacher. The scheduled review date for this policy is September 2025.