

POLICY STATEMENT FOR SPEAKING AND LISTENING WOOD FARM PRIMARY SCHOOL, HEADINGTON, OXFORD.

March 2003

DEFINITION

Effective speaking and listening is determined by the ability to use speech appropriately and the ability to listen actively. The development of spoken language is concerned with the relation between language, speaker and listener. It is a complex process that requires the speaker / listener to understand the social function of spoken language in order to use it appropriately in different contexts.

AIMS

To make clear the importance of effective communication through the use of clear, articulate speech *and* attentive listening.

To develop in all children the capacity to:-

- communicate and express themselves effectively in order to share experiences, initiate discussion, qualify ideas, defend a viewpoint in a range of contexts including drama
- understand the relationship between purpose, audience and context
- listen actively and respond appropriately
- be confident when speaking to a range of audiences
- to become familiar with the main features and characteristics of spoken standard English

TEACHING AND LEARNING

In order to achieve the above aims, it is important to ensure that:-

- talking and listening are valued
- children's spoken contributions in discussions etc. are valued

- teachers are aware of the role of spoken language in the learning process
- teachers discuss with children the role of talk in the classroom and how it is an integral part of learning
- teachers encourage children to answer questions in whole sentences , rather than accept one word answers
- teachers recognise and provide opportunities for group discussion and interaction, including drama activities, across the curriculum
- teachers provide opportunities for children to speak and perform as individuals as well as in groups
- teachers make explicit the language differences between formal and informal discussion
- teachers provide opportunities for children to become aware of the power of language in the wider community
(e.g through live theatre visits, from visiting speakers, watching/ listening to media reports etc)
- teachers use ‘philosophy of thinking’ techniques each term

RESOURCES

All classrooms have a selection of materials that can be used to promote different types of talk. This includes:-

- a range of fiction, picture, poetry and information books and posters
- displays which encourage talk
- activities that require co-operative working in all areas of the curriculum
- use of the media and ICT (television, videos, CDRoms, Internet etc.)
- taped resources that encourage listening, e.g. taped stories, poetry, plays. Care is taken to ensure that these resources reflect the diversity of language and accent in our society.
- ideas and activities for drama (e.g. hot seating, thought tracking, group sculpture, conscience alley/decision alley etc)

ASSESSMENT

Assessments are made of children's growing ability as language users. Regular observations, in a variety of social groupings and learning contexts that occur across the curriculum, are made.

Social and cognitive skills are assessed. These include the ability to:-

- initiate conversation
- encourage contributions from others
- listen attentively and respond appropriately
- investigate, select, categorise, plan, predict, explore, question, hypothesise, explain, evaluate, improvise and perform etc.

PARENTS

Parents are informed about their child's skills in speaking and listening. Parents are always allowed access to the school's scheme of work.

EQUAL OPPORTUNITIES

All children should be supported in valuing their own dialects and languages and using them where appropriate to context and purpose. When necessary or helpful they should also be able to use Standard English. (Refer to school's Equal Opportunities Policy statement).