

INTENT

Speaking and listening skills are essential for pupils to participate fully as members of society. Pupils who learn to speak and listen, fluently and confidently are at an advantage in their future lives. At Hursthead Junior school, therefore, we want children to be able to:

- Develop their vocabulary and have a secure command of Standard English
- Express their opinions, articulate their feelings and listen to and respond appropriately in a range of situations
- Collaborate effectively, valuing the views of others and presenting ideas with confidence
- Speak audibly and confidently before an audience of peers or adults.

IMPLEMENTATION

At Hursthead Junior School we teach speaking and listening skills as part of English lessons although these skills are applied and practised across the curriculum and through a range of curriculum enrichment activities:

- Teachers and teaching assistants model a high standard of spoken English, with a rich vocabulary
- Tier 2 and subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context (and displayed on learning walls, including stem sentences in maths)
- Talk partners is embedded in every classroom and we provide numerous opportunities for children to listen and respond appropriately to others in class discussions, across the curriculum
- We provide a creative curriculum with lots of opportunities for children to ask relevant questions to extend their understanding and knowledge
- Children are expected to work collaboratively, including turn taking and negotiation, and present their learning to peers, when appropriate, to enhance their own learning (In Year 3, children often need higher levels of modelling and scaffolding to manage group discussions. As children move through the juniors, the skills they have learnt can be applied more independently and they can take greater control for managing group discussions and the focus shifts to the ability to listen and build on the ideas of others.)
- Children are encouraged, and prompted, to answer questions expansively
- Pupil voice is valued and children are encouraged to share their opinions on issues that matter to them e.g. School Council, circle time
- English Learning Journeys in every year group include drama-based approaches to develop children's ideas and responses to stimuli
- In every year group, one English Learning Journey focuses on poetry and using tone, intonation and volume to engage an audience in a performance
- Class assemblies and year group productions provide opportunities for all children to speak in front of an adult audience
- The Year 5 Shakespeare project immerses children in a drama-based approach to learning (including role play and improvisation) and 30 children perform on stage at The Lowry
- Numerous leadership roles (e.g. class councilor / family leader) involve children speaking in front of adults and peers
- All pupils receive feedback on their spoken language and listening so they can improve their knowledge and skills and develop their use of effective spoken language.
- Children who are struggling with speaking and listening skills receive additional targeted provision and outside agency support is accessed for individual support when required.

IMPACT

- Monitoring Strategies: Learning Walks, Pupil and Staff Voice
- Feedback ensures children are being challenged to improve at an appropriate level

By the end of Year 6, we want our children to develop into confident, effective communicators. They will be able to: listen attentively and speak clearly; ask meaningful questions to improve their understanding; take part in collaborative discussions and speak confidently in a range of situations, in front of an audience.