



Speaking and listening Policy

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KEY PRINCIPLES

Teaching at Belthorn is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Belthorn we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Rationale

Children need to be given opportunities to express themselves in a variety of speaking and listening activities, matching style and response to audience and purpose.

Purposes:

To develop the children's competence, precision and confidence in speaking and listening.

Broad guidelines:

The classroom environment should encourage the use of talk. In order to do this, it should:

1. Provide a meaningful context and real purposes for language use in all areas of the curriculum. Integrate talk into the learning process as a whole.

2. Children should explore and experience language through a wide variety of situations, e.g. questioning, discussions and debate, drama/role play and hot seating. Children should be able to speak a story in order to write one and are encouraged to do so through talk for writing.
3. Stories, poems and songs should include examples from different cultures and authors, and from pupils' own work.
4. Children should be grouped in different ways in order to facilitate discussion and collaborative work, enabling them to share ideas and opinions.
5. Allow children to experiment, make mistakes and gradually build confidence in themselves and their ideas.
6. The children's home languages should be valued and respected.

Conclusion:

Speaking and listening is the most natural form of communication for many children and relates to all areas of the curriculum. Structured speaking and listening activities need to be included in planning to help children develop their ideas and explore their understanding.