

## SPEAKING AND LISTENING POLICY

This policy was approved by Governors on 20<sup>th</sup> November 2025 and will be reviewed bi-annually.

### Rationale

Effective communication is a key skill for life. Every child, regardless of their background, should be empowered to find, develop and express their authentic voice. Research shows that children who are supported to develop strong language skills in their earliest years are more likely to succeed in school and work and lead happier lives. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking, and one of our school's key curriculum drivers is communication. It is vital that its significance is recognised by pupils, parents and teachers. During their time at school, our intent is to develop our children's ability to express their own opinions, articulate their feelings, and listen to and respond appropriately in a variety of situations. In addition to this, we provide opportunities for our children to participate with different groups of children in order to present ideas with confidence, valuing the views of others. Children are encouraged to speak audibly and confidently before an audience. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in oracy skills, including the ability to solve problems, share ideas and reflect on experiences. This policy outlines the intent and management of oracy taught throughout the school and reflects the consensus of opinion of the staff and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of the Headteacher and all teaching staff.

### 1. The nature of speaking and listening

#### 1.1 Oracy comprises of two main strands:

##### Communication

- to enable children to speak clearly and audibly in ways which take account of their audience
- to enable children to adapt their speech to a wide range of circumstances and purposes
- to develop children's abilities to reflect on their own and other's contributions and the language used.

##### Listening and responding

- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard
- to respond with constructive comments, questions or answers and develop a wide range of suitable vocabulary

Speaking and listening skills are fundamental to progress in other areas of the curriculum and to the wider emotional and intellectual development of the child. Relationships are established inside and outside the school through the ability to communicate thoughts, ideas and feelings. This school values, and seeks to continually develop, the speaking and listening skills of all children.

### 2 Entitlement

- 2.1 Specific objectives for 'speaking' and 'listening' and 'responding' are identified in the 2014 National Curriculum. We recognise the importance of developing these skills, hence our inclusion of a separate speaking and listening policy.
- 2.2 Children will be given the opportunity to participate in speaking activities involving an audience of parents, governors and other children.
- 2.3 Children will have the opportunity to see performances by suitable theatre companies and visiting speakers will be encouraged where appropriate.

### **3 Implementation**

**3.1** All teachers are responsible for the planning and teaching of oracy skills. We will plan activities that:

- aim for children to be able to speak clearly, and - as they get older - to develop and sustain ideas in talk in whole-class, group and one-to-one discussions
- in listening, we aim for children to become attentive listeners, developing their analytical skills
- enable children to take part in group discussions, making contributions, listening to others and working collaboratively to develop their talk for learning
- provide drama activities for children to express their ideas, take on roles and perform to others using verbal and non-verbal communication
- support any individual children with speaking and listening difficulties
- teach children appropriate subject-specific vocabulary to enable them to acquire knowledge and understanding of subjects across the curriculum
- present children with the opportunity to see, hear and respond to stimulating material in a variety of media, including high-quality texts from our school's reading spine and stories from other cultures
- meet the needs of children with English as an additional language
- have an awareness and understanding of the value of local accents and dialects, whilst also teaching correct Standard English grammar

**3.2** Staff take every opportunity to engage in conversation with individual children; our aim is to listen attentively to children so that they feel valued and their communication skills are extended.

**3.3** Speaking and listening skills are vital to the teaching of personal, social and health education. We encourage children to take part in group discussions on topical issues, with children using 'Picture News' to support class worship.

**3.4** Great emphasis is placed on developing listening skills in the EYFS in the context of structured play and continuous provision activities. They will also learn nursery rhymes and build up a repertoire of stories and traditional tales.

**3.5** Within the context of the home/school partnership, parents are encouraged to see the value in time spent talking and listening to their children. They are helped to appreciate how speaking and listening skills enrich the skills of reading and writing. The annual induction programme for the parents of pre-school children suggests ways in which parents can encourage development of oracy skills of their children.

### **4 Assessment**

**4.1** Pupils' speaking and listening is assessed informally on an ongoing basis. It is formally assessed as part of the EYFS Baseline assessment and further assessments are carried out throughout KS1 and KS2 using criteria set in the 2014 National Curriculum.

**4.2** Assessments on speaking and listening skills form part of the transitional discussion on each pupil, which takes place at the end of the academic year between the class teacher and the next class teacher.

**NAVENBY CHURCH OF ENGLAND PRIMARY SCHOOL**

Policy Approved: Full Governors meeting dated: **20<sup>th</sup> November 2025**

Signed:

Chair of Governors: ..... Mr J Kirby

Head teacher ..... Mr C Elliott