



# **Tuition, Medical and Behaviour Support Service**

## **Curriculum Policy - Primary Speaking and Listening**

**Harlescott Education Centre**

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|------------------------|----------------|
| <b>Reviewed:</b>       | September 2025 |
| <b>Next Review:</b>    | September 2026 |
| <b>Responsibility:</b> | Jade Griffiths |

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## **AIMS AND PRINCIPLES**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. In relation to speaking and listening the national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **PURPOSE OF STUDY**

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. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the presenting opportunities. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

In planning for lessons, teachers should give consideration to the statutory requirements for speaking and listening which are detailed below.

### **Spoken language years 1—6 (statutory requirements)**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and 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, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

### **ASSESSMENT and RECORDING**

This is achieved through:

- discussion with pupils;
- observation of pupils;
- baseline assessment of using The British Picture Vocabulary Scale (used where there is a concern about the receptive language abilities).

The primary phase of TMBSS will formatively assess and track progress during a term through day to day observation.

This may include observation of;

- inter-pupil interactions
- responses to adult questioning
- discussion of literary texts during one to one reading
- discussion of literary texts during class stories
- comments and reasoning given during lessons, assemblies and school forum
- pupil-teacher discussions
- response to drama opportunities within the curriculum
- responses to visiting adults to the centre
- interaction with adults during off-site visits

This array of formative assessment data will then be considered to inform teaching and learning. In addition the data will be summarised to give an indication of speaking and listening ability as part of 'First Review' reports and 'End of Year' reports.

## **MONITORING AND EVALUATION**

This is achieved by the English coordinator and the Assistant Head (Primary Phase) through;

- lesson observations;
- monitoring of planning.