

Our vision and rationale

At Oakley CE Junior School, our vision for Speaking and Listening is to equip children with the skills and confidence to express their thoughts, ideas, and emotions effectively. We aim to develop articulate and attentive communicators who can engage with a variety of audiences and contexts. Through a rich and inclusive curriculum, students will learn to listen with empathy, speak with clarity, and collaborate with their peers, fostering a deeper understanding of the world around them.

This is modelled through our Christian values of courage: encouraging children to voice their thoughts and opinions, even when they may feel uncertain or nervous; respect: listening attentively and valuing the contributions of others, showing appreciation for diverse perspectives and ideas; and grace: working collaboratively and supporting one another, fostering a nurturing and inclusive environment where all voices are heard and valued.

We recognise that to be proficient communicators, children need diverse and continuous opportunities to practise and refine their speaking and listening skills. Beyond the structured curriculum, we provide a range of activities and settings for children to develop these abilities, including class discussions, presentations, drama activities, and group projects. Our approach ensures that children not only master the technical aspects of speaking and listening but also appreciate their importance in building relationships and understanding others.

Our speaking and listening curriculum follows a coherent and progressive learning journey that builds on previous skills and introduces new challenges. By embedding these opportunities across various subjects and themes, we ensure that children can apply their communication skills in different contexts, enhancing their learning and personal development. At Oakley CE Junior School, students are enthusiastic about the opportunities they have to develop their speaking and listening skills, understanding their significance in both their academic and personal lives.

Purpose of study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
 - develop the habit of reading widely and often, for both pleasure and information
 - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
 - appreciate our rich and varied literary heritage
 - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
 - 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.

Inclusion

As teachers and educators, we need to be flexible. As a school, we believe in 'Great expectations for all' and this is fostered in our approach.

Some pupils might need the following adaptations:

-words highlighted that we want children to include in their responses.

- including picture clues to help understanding and allow for visual clues
- continue to develop set skills before moving them on to the next step
- assessment for learning opportunities and making reference to previous years learning when a child is working below age related expectations.
- use a range of stimuli to support a range of learners and needs: Visual- learners respond to images and graphics. Auditory- listening first and then responding. Kinesthetic- learners use physical queues to help structure and develop their communication.
- small group work supported by an adult to develop the children's thinking and understanding further
- make tasks accessible by adapted the resources
- tasks broken down into manageable chunks of learning
- teacher recording skills and processes in the classroom so children can make reference to them
- sentence starters and closed tasks to support children's verbal responses.
- working in small groups or on a 1:1 to consolidate skills.

All lessons will have scaffolded opportunities throughout, the class teacher to ask SENDCo for further guidance if/when needed