



Speaking and Listening at Sunnybrow

Speaking & Listening Vision statement & Intent

"You are the only second chance for some children to have a rich language experience. If these children are not getting it at school, they are not getting it." Neil Mercer

Sunnybrow Primary school is situated in an area of high social and economic deprivation. From our reading of the research, in particular the APPG's inquiry *Speak for Change*, we understand the impact that deprivation can have on a child's language acquisition and development, so for us the words of Neil Mercer resonate strongly.

We strive to **empower** our children to **exceed** and this begins by giving our pupils a voice.

Speaking and listening is not an 'add on' or an extra job on a teacher's workload; it is the golden thread that runs throughout all areas of our curriculum.

By the time our children leave in Year 6, we intend that our children:

- Will be exposed to a range of situations (and therefore conversations and interactions) beyond their everyday normal
- Will be able to articulate themselves well in different contexts
- Will have a strong voice that they can use to put their point across with conviction but also empathy to the opinions of others
- Can ask a range of suitable questions to help nurture their curious minds
- Have a rich and broad vocabulary
- Can listen carefully so that they can soak up the many forms of language and literature around them and respond appropriately in conversations, discussions, in answering questions and following instructions.

Implementation

- Regular speaking and listening activities are embedded in the planning of our whole-school curriculum
- Challenging and appropriate vocabulary is at the forefront of all our teaching
- Teachers model formal language, high level vocabulary, good sentence grammar in all interchanges with children
- How to listen and active listening is taught and modelled throughout each lesson in each day but also using fun activities to develop good listening.
- All members of staff engage children in everyday, back-and-forth conversations. Good manners and modelled and expected.
- Children are encouraged to work in pairs and groups and use collaborative speaking and listening skills
- We have carefully planned a range of experiences for our children across their time with us as part of our Personal Development offer. This enables us to give our children the

experience of using formal and informal language in different contexts and interacting with a range of different people.

- Discussion and debate is carefully planned for as children move into KS2 at part of our RSE and PSHE curriculum.
- Drama and performance

Impact

Our main source of impact will always be the quality of interactions you see in and around our school. In lessons, you will see children who are actively engaged in their discussions with their partner or group. As you move around school, you will see polite, confident children, who can converse with ease with a range of different people.

Children will leave Sunnybrow Primary School being literate. They will be able to listen carefully and attentively and speak clearly. They will be able to ask deep and meaningful questions to improve their understanding and take part in collaborative discussions. They will be confident in speaking in a range of situations, in front of a range of audiences and be able to express their ideas clearly. Children will have understanding of and the ability to use a range of vocabulary, which will mean they can fully understand what they are hearing and they are able to articulate what they want to say. They will be equipped, not only with the skills to speak and listen effectively using standard English but to be able to apply these in their everyday lives and in their next stages of education- for research, information and to explore the world. The most important impact we want for our children is that they develop confidence and a love of communication through speaking and listening.

Impact is judged through assessment for learning opportunities. Our staff know what 'good oracy' looks like at each developmental stage and track if pupils are meeting their age-related expectations and plan appropriate support if they are not.