

# GLENCORSE PRIMARY SCHOOL

*'A small school building big dreams'*

## LISTENING AND TALKING

### Introduction

The 5-14 Language Guidelines deal separately with Listening/Watching and Talking. While we recognise the importance of developing skills in each area independently, we are also aware that for the most part they are part of an interactive process.

For the purpose of our policy statement, we will generally use the combined term Listening and Talking. There will, however, be separate reference to the importance of each skill.

### Aims

We aim that our pupils:

- Develop the necessary skills in Listening and Talking to enable them to read and write with confidence
- Become confident and effective communicators who can express themselves competently in a variety of situations
- Be aware of the needs of their audience

### Methodology

There are many opportunities for developing skills in Listening and Talking within normal classroom situations.

Circletime activities, debates, audio-visual material, role-play situations, problem solving activities, games and PE activities all provide natural, enjoyable contexts for Listening and Talking, where children can be encouraged to share their views and opinions and convey/respond to information and instructions. Quality stories, poems, rhymes and rhythms, songs and music, including many of Scottish origin, will be regularly listened and responded to by children.

The teacher will provide a good model by

- Listening as well as talking
- Asking open-ended questions and giving pupils adequate time to respond

- Extending pupils talk and valuing each child's contribution

Many situations will provide opportunity in small, relaxed groups for children to interact with increased ease and confidence. Teachers should take the opportunity to participate, both to extend talk and to observe and assess pupils progress.

Children will have opportunities to listen and talk both informally and in more structured situations

Children should be encouraged to develop

- Skills in turn-taking
- Confidence in sharing their thoughts and feelings
- The ability to value each other's contributions

Children who are self conscious or reserved or children with speech language difficulties should be handled with sensitivity and given the necessary support to make a contribution.

Consideration should be given to the child's home language or dialect.

A focus on listening skills is very important, these skills must play an important part in the thinking and learning processes. Pupils should be given opportunities to listen selectively and with purpose throughout the school. At all stages, pupils should be offered opportunities to test skills in talking with a variety of audiences. Regular class and school assemblies should give all the children experience of talking to a wider audience.

Over the course of a session, teachers should ensure that children have opportunities to experience all the 5-14 Talking and Listening Strands.

## **Talking**

- Conveying information, instructions and directions
- Talking in groups
- Talking about experiences, feeling and opinions
- Talking about texts
- Audience awareness
- Knowledge about Language

## **Listening**

- Listening for information, instructions and directions
- Listening in groups
- Listening in order to respond to texts
- Awareness of genre (type of text)
- Knowledge about language

## **Assessment**

Assessment of each child's listening and talking skills will be completed twice during the session. Staff should ensure that different strands are assessed. Each child's listening and talking profile will be kept in their pupil profile.

In addition, pupils will be given opportunities for self and peer assessment where they can learn to reflect and comment constructively on their own and others' efforts.

Any concerns about a child's progress in any area should be discussed with promoted staff/learning support teacher.

## **Resources**

The most important resource in the development of good listening and talking skills is the class teacher.

Oxford Reading Tree  
Group Novels  
Read and Respond  
Radio  
TV  
Audio tapes  
Computer resources  
Children's work  
Learning support  
Games  
Circletime material