



Colgrain Primary School

'Inspiring all to Flourish'

Policy and Procedures

Listening and Talking

School Vision Statement:

Colgrain Primary and Pre-5 Unit encourages all children to engage in deep learning. The school, alongside the wider Colgrain community, will provide every opportunity for children to develop literacy and numeracy skills within dynamic, agile learning environments. Children will engage in relevant subjects, enhanced and accelerated by current technological advances available to them. The community will work in partnership with each other to realise this vision.

Our school vision statement outlines the purpose of our curriculum and the aspirations we have as a learning establishment in preparing our children for the world they live in.

As we progress through this journey in Colgrain, we hope to create learning environments that are both *Reading Centric* and *Vocabulary Rich*.

Our approaches to listening and talking are child centred and interactive. We have high expectations in core literacy skills. Doing so empowers and equips our children to be proactive in their own learning and to articulate their thoughts and ideas.



Listening and Talking

At Colgrain Primary School and Pre-Five unit we use a variety of teaching strategies, in line with Curriculum for Excellence, to provide a variety of learning opportunities for pupils which develop their skills within Listening and Talking. This is done individually and in groups, in a variety of contexts and for a variety of purposes. Doing so provides opportunities for learners to gain information, to understand what they have heard and to respond appropriately to speakers and texts. Teachers plan for these types of activities through specific literacy lessons and through interdisciplinary approaches to learning and teaching. Reading approaches (including reciprocal reading) and problem based learning are key areas through which we develop key skills in Listening and Talking. These skills are also developed as part of everyday school and class routines, and children are also provided with opportunities to perform before various audiences throughout each session at all levels.

Timing

A Curriculum for Excellence endorses a cross-curricular approach towards developing the literacy skills of our young people. As listening and talking permeates across all areas of the curriculum, it is difficult to quantify the number of activities that young people should be engaged in across the stages. At all stages, time should be allocated by teachers to explicitly teach common skills and tools for listening and talking, appropriate to individual children's needs and development stages. Furthermore, young people should regularly have opportunities to engage in listening and talking activities across the curriculum. These activities will provide learners with the opportunity to develop listening and talking skills for enjoyment and choice, to find and use information, to understand, analyse and evaluate, and to create texts.

Resources

Resources used may include reading books/novels, non-fiction texts, texts in a variety of genres, project based learning resources, online resources, circle time resources, videos, blogs, vlogs, big books, props etc. It is important to acknowledge the many cross-curricular opportunities to develop listening and talking skills - the opportunities are endless.

Planning of Listening and Talking

Teachers will use Colgrain Literacy Progression Pathways to ensure the delivery of core listening and talking skills. Staff will use interdisciplinary planning as an opportunity to consolidate taught listening and talking skills.

Classroom Organisation and Pedagogy

The common skills of listening and talking will be discussed with pupils throughout the week and examples of effective performance should be shared with the class. Staff will ensure that all pupils are given recognition for their listening and talking achievements e.g. through clan tokens.

During cross-curricular listening and talking activities, young people will be expected to demonstrate their understanding of these skills.

Assessment of Listening and Talking

Colgrain's Literacy Progression Pathways will identify I can statements for learners across all XBRA levels. Teachers will refer to these I can statements to assess pupil performance in listening and talking activities throughout the session. The performance of each child will be recorded formally three times per session and will contribute to the tracking of pupil progress within listening and talking. This information will be recorded and analysed in class data packs.

Staff will provide regular, meaningful formative feedback to pupils in terms of pupil success and provide clear targets for further improvement.

Pupils will have opportunities to reflect on their own progress and to work with others in developing their listening and talking skills. Pupils will engage in self and peer assessment at least three times each session.

All staff will be encouraged to engage in professional dialogue and to collaborate with colleagues to ensure there is a shared understanding of standards and expectations. There will be opportunities for staff to moderate pupil performance in listening and talking and SLT will observe pupils engaged in listening and talking activities. Children's progress will be discussed with staff during termly tracking and monitoring conversations.

Intervention in Listening and Talking

Children who are identified in intervention groups where they are not achieving their expected level should have planned support in place to support them to improve listening and talking skills. Programmes such as Time to Talk may be used.

It is important to ensure target children are on track in all aspects of literacy. If there is a pupil off track for longer than two terms, SLT support should be sought when planning lessons to ensure teaching strategies are appropriate and impactful.

Additional adults in the classroom may be used to support the development of Listening and Talking skills. Support for Learning staff may also be utilised.

Conclusion

Colgrain Primary School and Pre-Five Unit is fully committed to the development of our young people as successful learners, confident individuals, effective contributors and responsible citizens. The curriculum we provide will ensure our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. The central importance of developing pupils' literacy skills to equip our young people with the capacity to confidently meet the challenges of an ever-changing world is fully recognised. Colgrain Primary School places raising achievement in literacy, for all learners, at the heart of what we do.