



# Literacy at RAINHILL HIGH SCHOOL



# Speaking & Listening

The Parents' Toolkit

# Speaking & Listening

At Rainhill High School we attach great importance to the role of speaking and listening across our curriculum. Good communication skills are crucial for personal and professional success in the future. It is our goal that all of our students leave us as confident and effective speakers.

Within the English curriculum in Key Stage 3 your child will experience formal public speaking in the form of a prepared speech. The intention is for children to increase their confidence and feel more comfortable with public speaking prior to their formal GCSE Spoken Language assessment, a requirement of the English Language qualification. Aside from this more formal participation and assessment of your child's spoken skills there is an expectation of spoken contributions in every lesson they experience.

On a daily basis your child is likely to be involved in some of the activities listed below:

- Class discussion/debate on a topic.
- Role play, during which students have to adopt the part of a character from a book or moment in history.
- Students have to present a topic to the class, 'teaching' the idea to either a small group or the whole class.
- Students will give dramatic performances within Performing Arts and occasionally English.
- Pair talk, allowing students to recall work from a previous lesson, generate questions or work together to plan a piece of writing
- Group work envoys in which students share their findings through an explanation or summary to a different group following a task and return to their own group with new knowledge to share.
- Responding to teacher questions with depth. It is an expectation that every response to a question be delivered in a full sentence.
- Students will be invited to expand upon the responses given to questions.
- Students will demonstrate their listening skills following a viewing of a video documentary to summarise in notes or paragraphs the key points they understood.

We believe that the same high standards that we expect from written communication should also be applied to all spoken communication.

## What parents can do to help?



1. Make time every day to have a conversation with your child without any distractions (no technology) during these conversations model good listening skills and speak clearly and confidently. Try to use some complex vocabulary and encourage your child to ask if they don't understand a word you use.
2. Allow your child the opportunity to speak at length without interruption.
3. Practise problem solving through speech together – this could be related to normal everyday events but will allow your child to practise the skills needed for verbal debate and reasoning.
4. Don't let poor grammar go unnoticed. Correct your child for common mistakes such as "It **weren't** me" (wasn't); "The penny **what** he found on the floor" (that) and "I could **of** done that" (have) etc.
5. Avoid asking your child closed questions which will require short one word responses. Instead opt for more open ended questions which invite them to speak at length.
6. Encourage your child to interact with people who they are unfamiliar with under your supervision i.e. whilst out for a meal your child could ask the waiter for the bill.
7. Play board games as a family which rely heavily on spoken language such as *Articulate* or *Taboo*.
8. Encourage more verbal communication with their peers – they can make a phone call rather than relying on text.

## Preparing for Talk

Encourage your child to explore the specific **language** (words to use) and **register** (style and formality).

You can use PAF to help with this:

**P Purpose:** What is the purpose of the activity? Is the speech meant to inform, persuade, explain or entertain?

**A Audience:** Who is the intended audience? What language choices need to be made to suit the needs of the audience, remembering that in most cases public speaking will be formal.

**F Format:** This is a speech but what type of speech is it?

## Literate Talk Conventions

- Plan the full speech with a clear end point in mind.
- Speak in complete sentences, using a variety of complex sentence constructions e.g. simple sentences, compound sentences and complex sentences.
- Use Standard English with the correct grammar.
- Use subject-specific language if this is appropriate for the task and the audience.
- Include supporting evidence to illustrate key points.
- Maintain eye contact with the audience.
- Think about posture and body language.
- Speak clearly and slowly (not too slow).

## Features of Speeches

<b>Persuasion</b>	Use rhetorical devices to convince your listener.	<p>A combination of facts and opinions.</p> <p>Rhetorical questions</p> <p>Emotive language</p> <p>Statistics or expert statements.</p> <p>Cluster three ideas together</p>
<b>Counter-argument</b>	Offer an alternative view to yours and then argue against this.	<p>Whereas ...</p> <p>In contrast ...</p> <p>On the other hand ...</p> <p>However ...</p> <p>Alternatively ...</p>
<b>Explain</b>	Clarify the meaning	<p>The effect of this is ...</p> <p>As a result ...</p>
<b>Support</b>	Back up the points made with evidence.	<p>An example of this is ...</p> <p>This reveals ...</p> <p>This statistic illustrates ...</p>
<b>Evaluate</b>	Summarise the key points in the argument.	<p>Most people believe... whilst others think...</p> <p>Finally...</p> <p>After due consideration...</p>