

## Intent

Here at Yeading, we strive to nurture pupils intellectually, morally, culturally and socially. We utilise every opportunity to develop these skills and this fosters a love for learning in our pupils. Children are encouraged and nurtured to share views and feel valued by all.

Speaking and listening is an integral part of the Yeading curriculum. We have designed this curriculum with the intent to foster intellectual, social, moral, emotional and cultural thinkers. Speaking and listening is developed from the offset in nursery and reinforced throughout Key Stage 1. Pupils leave year two as self-assured speakers and thinkers. We develop speaking and listening skills through a variety of approaches: exploratory play, Star the therapy dog, Philosophy for Children (P4C), Talk for Writing, Zones of Regulation for emotional expression, Sustainable Development Goals curricula and class performances, to name a few. This encouraged pupils to express ideas with clarity and confidence. These opportunities set the foundations for confident speaking, and this skill the children will bring forwards in future social, academic and employment opportunities.

## Implementation

### EYFS

In our Early Years setting, we have developed our speaking and listening curriculum based on the Development Matters framework. We believe that children's back and forth communications from an early age, set the foundations for language and cognitive development. Both our nursery and reception classrooms are language rich environments that embrace continuous provision. Through role playing, stories and activities, children are acquiring vocabulary and communication skills at every avenue.

- Our teachers and practitioners use 'Sustained Shared Thinking' to prompt thinking and develop speech.
- The role-play areas change on a half-termly basis, allowing the children to develop language and deepen their communication throughout the course of the term.
  - Nursery role-play themes: house and home, vets, a garden centre, a construction site, a café and a zoo.
  - Reception role-play themes: doctor surgery, dentist, zoo, garden centre, café and farm shop.
- Interventions play a crucial role in developing our pupil's speaking and listening skills in the early years.
  - Attention Hillingdon interventions build **focus, sustain, shift and transition** listening skills.
  - NELI (The Nuffield Early Language Intervention) encourages pupils to acquire new vocabulary and take part in narrative activities.

### Year One

Pupils in year one are encouraged to listen and respond appropriately to adults and their peers. This is support through a modelling- rich environment, where practitioners use correctly structured sentences. We nurture children to be curious, and ask questions to

deepen understanding. Children have opportunities to rehearse ideas orally before writing sentences.

- Our embedded Talk for Writing English curriculum supports this oral rehearsing of ideas. Core texts include:
  - Handa's Surprise, Lost and Found, Jack and the Beanstalk, Paddington Bear, The Great Kapok Tree and Chandra's Magic Light.
- We use continuous provision in the first half term of Year 1 to transition the children effectively from reception to Key stage 1.
- We nurture our children to become social, cultural and global speakers through our engagement with the Sustainable Development Goals curriculum:
  - Debates related to SDG 4 'Quality Education'
  - Role plays surrounding deforestation, linked to SDG 15 'Life on Land'
  - STEM activities to design net-positive communities, for SDG11 'Sustainable Cities and Communities'
- Interventions play a crucial role in developing our pupil's speaking and listening skills in Year 1:
  - Talk Boost interventions cover the key elements of language and develop attention and listening, vocabulary, building sentences, telling stories and sustaining conversations.
  - Colour Semantics is embedded in daily practice; we use who, what doing, what and where prompts to facilitate oral and written sentence structures.

## **Year Two**

We support pupils in year two to articulate and justify answers, building arguments and opinions and expressing this in written form. They independently use strategies to build vocabulary, for example, many children access dictionaries and thesauruses to develop language. Year two classrooms are enriched with communicative children who participate actively in collaborative conversations, linked to all sorts of topics!

- Year two children are familiar with the Talk for Writing approach, where they are given many opportunities to orally rehearse written sentences. This year, children focussed on a variety of texts:
  - The Lighthouse Keepers Lunch, Man on the Moon and King Midas Touch.
- In year two, children focus on a variety of Philosophy for Children topics and develop an honest dialogue. Children explore:
  - New beginnings
  - Getting on and falling out
  - Going for goals!
  - It's good to be me!
  - Relationships
  - Changes
- Interventions play a crucial role in developing our pupil's speaking and listening skills in Year 2:

- FTP interventions develop sentence structure through a range of activities and key children take part in Speech and Language sessions related to their individual targets.
- ELSA (Emotional Literacy Support Assistant) practitioners provide children with discussion opportunities to express emotions and orientate challenging situations.

## **Impact**

Speaking and listening has provided us all with the basic skills we need to communicate. Both as children and adults, pupils will depend on these skills that they developed in the early stages of education. Through our safe, stimulating and vocabulary-rich environment, children develop ideas and present these with confidence and purpose. We believe the more a child speaks, they share, and the more they listen, they learn. Our children are expected to leave Yeading Infants as global thinkers, purposeful speakers and avid listeners.