

Halfway Nursery Infant School



Speaking and Listening Policy

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Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

HALFWAY NURSERY INFANT SCHOOL

Speaking and Listening Policy

Rationale:

Speaking and Listening forms 1/3 of the National Curriculum for English, and, it is an essential part of the EYFS statutory documentation. It unites the important skills of reading and writing. Effective oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process, through which pupils read and compose texts and become confident at expressing themselves and presenting ideas.

We aim to:

- Teach children to listen carefully and respond appropriately in a variety of situations.
- Encourage children to talk for a range of purposes and audiences.
- Make our children confident speakers and good listeners, and to make speaking and listening pleasurable and productive experiences.
- Give our children opportunities for drama, improvisation and performance.
- Teach children the skills to interact in a group situation, and discuss learning effectively.
- Enrich pupils writing through extended opportunities for pupils to speak and listen to language prior to actually writing.
- Be good listeners able to empathise in keeping with our school ethos and vision.
- Be confident speakers able to articulate beliefs and convictions in keeping with our school ethos and vision.

Policy into Practice:

Speaking and Listening enjoys a high status in the English curriculum and is given appropriate time allocation. Our teaching is discursive, interactive, well paced, confident and ambitious. Our school core offer states that in every lesson children will have opportunities to talk and listen to others and is a key concept for development in our topic planning programme. At Halfway Nursery Infant School, children have specific opportunity to:

- Read a range of texts aloud.
- Use paired approaches to share ideas and opinions
- Report back to the whole group presenting findings
- Hot seat ideas and use similar methods to express themselves
- Feedback to other pupils.
- Dramatise narrative and present cameos
- Role play scenarios and situations.
- Perform plays

Further to this our school has agreed whole school approaches and strategies that are used to develop Speaking and Listening skills. These include:

- Story Teller of the Week
- Talking Partners

- The 'Talking Flower' prompt for scaffolding talk.
- Talking prompt sheets
- Mixed hands / no hands up strategy
- S&L inclusion in Golden Rules
- Start / Stop signals for talk time and listening time
- The use of BLP to develop S&L skills e.g. Sharma Share interactive lesson objective sharing and use of BLP characters to model talk and good learning during Star of the Week
- The use of SEAL and Circle Time.
- Excite to Write (developing drama skills)
- Drama Club and Drama University Course
- Talk Time

Talk Time:

The school has also recently developed Talk Time. This is conducted in the first session every Monday morning and aims to develop S&L skills through a range of different links across the curriculum. This session is a paperless session and learning is purely done through Speaking and Listening.

Each class teacher, alongside their children, will choose the focus of Talk Time each week. The class teacher will then link Talk Time to other areas of the curriculum in order to provide a strong context for S&L work. Areas that teachers can link Talk Time to include:

- SEAL/PSHCE
- Circle Time
- Literacy and Book of the Week
- Topic work
- Thinking skills

Teachers may also include news time, questioning skills, mystery objects and picture stimulus strategies to develop talk during these sessions.

Talk Time and many other strategies used in our school to develop S&L skills are strongly linked to our Talking Partners Intervention Programme. One teacher and one teaching assistant have received 3 days training in this programme and have disseminated this good practice to all staff in school during staff meetings.