

The Speaking and Listening Curriculum at Hindhayes



Hooked on Thinking Working With and For Local Families

Recent research that has impacted on provision at Hindhayes includes: The Berco review of the provision for young people with speech, language and communication needs in England, Closing the Vocabulary Gap – Alex Quigley 2019, The Oxford report “Why closing the Word Gap Matters”, EEF Improving Literacy at Key Stage 1, Mary Myatt The Curriculum Gallimaufry to Coherence 2018
EEF Improving Literacy at Key Stage 1: Recommendation 1 “Develop pupils’ speaking and listening skills and wider understanding of language” focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group”.

Developing speaking and listening skills at Hindhayes - The building of competent and confident communicators has underpinned much of the development work undertaken by the school over the last few years. High quality INSET training both in house and from outdoor providers has put vocabulary and effective communication at the forefront of our thinking and provision and as such it is, in many ways, the engine of our curriculum. Through careful planned activities such as Talk For Writing and Sounds-Write, high quality staff training in emotional literacy and the opportunities our high quality outdoor provision offers, children are given the vocabulary they need to talk about themselves, their emotions, their experiences and their learning. At Hindhayes we work on the premise that vocabulary is ‘taught not caught’ and from a clear early identification of the needs of children through BVPS screening on entry. Much investment into high quality intervention work is linked to this area of learning as it will underpin learning for our children in all other areas.

Pupils should be taught to:	Development of skills	Foundation Stage	Year 1	Year 2	Year 3
Develop communication skills by:					
Listen	Communicators in the Foundation Stage will: listen attentively in a range of situations, 1:1, in pairs, small groups, whole class and in whole school situations such as assemblies. Through regular planned story time and Talk for Writing sessions, children develop the skills they need to follow a story without pictures or props. Specific listening programmes such as BBC School’s Radio listen and play may be used to further develop these skills. Adults model good communication skills whilst the children are in play both indoor and outside the class and in both adult directed and self-chosen situations. Opportunities for speaking and listening are planned and children are taught how to give their attention and respond appropriately. The use of our rich outdoor learning environment promotes engagement and communication between groups of children and between children with adults. For children who need further support with listening, targeted intervention such as Talk Boost will be used and the progress of children carefully monitored. Many children in a class of young children may have hearing loss through the year and teachers will use strategies to support good listening and communications as a part of high quality wave 1 support. If children present with persistent or prolonged listening difficulties, teachers may suggest that parents have hearing checked by a doctor.	Communicators in Year 1 will: listen to others in an increasing range of situations and to begin to respond appropriately to what they have heard. Children will develop these skills through planned activities such as Guided Reading and more spontaneous opportunities when responding to the explanations of others in mathematics for example. Children may sometimes be given a sentence starter or opener to help them to make a contribution or may be provided with a question word such as why, what, how etc. Children will also continue to access communication rich opportunities such as Forest School and Circle Time. For those children who need further support with speaking and listening, targeted interventions such as Talk Boost, R Time and Social Skills groups will be provided and the progress of children carefully monitored.	Communicators in Year 2 will: continue to develop careful listening skills through the use of planned activities such as group topic work, guided reading follow up work and discussion and problem solving opportunities. These activities will help children to develop the appropriateness of their response and to make sure that contributions are helpful to others.. For those children who need further support with speaking and listening, targeted interventions such as Talk Boost, R Time, Forest School and Social Skills groups will be provided and the progress of children carefully monitored.	To listen carefully in a range of different contexts and usually to respond appropriately to both adults and their peers.	
Follow Instruction	Communicators in the Foundation Stage will: be encouraged from the very first days at school to respond to simple and sequenced instructions. These will be based on organisational instructions to begin with and will either be demonstrated or have visual clues provided e.g. showing children where to hang up their coat and asking them to put their bags, drinks and snacks in the right place. Eventually these instructions become a part of routine alongside instructions for familiar tasks – this helps to build automaticity for children. Teachers will also use a child’s name before giving and instruction to make sure they are ‘tuned in’. Teachers will gradually increase the number and complexity of instructions through the year. Children who have identified needs in the area of communication or EAL needs may be provided with simple communicate in print images or short social stories to help them to follow instructions in everyday situations or to prepare them for new situations. Teachers recognise that some children may use eye pointing and actions to demonstrate understanding rather than using spoken language and this will be taken into account when assessing need.	Communicators in Year 1 will: build on the listening skills they have developed through their reception year in terms of tuning into and following instructions. The level of instructions used will increase in complexity to ensure that children are responding to instructions with more than one point in many of their everyday classroom learning and social situations. Children who have identified needs in the area of communication may be provided with simple communicate in print images or short social stories to help them to follow instructions in everyday situations or to prepare them for new situations.	Communicators in Year 2 will: to continue to respond to complex instructions in many situations where there is more than one point. Teacher’s will use strategies designed to promote metacognition and will both encourage and expect children to be thinking about their own learning and understanding. Through these metacognitive processes children will begin to independently seek clarification when they are unclear of the message. Teachers of year two children will have increasingly high expectations of children as they prepare them for the move to our partner junior school. This work will included ensuring that children attempt to follow instructions before asking for clarification or help. Children who have identified needs in the area of communication may be provided with simple communicate in print images or short social stories to help them to follow instructions in everyday situations or to prepare them for new situations.	To follow instructions in a range of unfamiliar situation. To recognise when it is needed and ask for specific additional information to clarify instructions.	
Ask and Answer Questions	Communicators in the Foundation Stage will: be provided with a rich learning environment both indoors and outside that will allow the children to experience many first hand experiences, such as pond dipping, food tasting, planting, exploring natural materials and watching ice melt. This high quality provision will allow adults to ask simple ‘how’ and ‘why’ questions about the experiences they have carefully planned and provided. Teachers will also build in circle times and show and tell provision to enable children to respond to simple questions about things that are important to them. Children will have frequent times for stories across the day and teachers will use a range of techniques to help pupils respond to simple questions. As children begin to read themselves, adults will ask more formal questions that have been planned as a part of	Communicators in Year 1 will: be encouraged to ask questions that are linked to the topic being discussed. There will be many planned opportunities through the day for teachers to respond to the questions that children may have. As part of a rigorous approach to guided reading, children will answer simple questions, this might be at word level to begin with and then take the form of simple sentences. Children will also be encouraged to ask and answer questions as they work in a wide range of other subject areas such as working scientifically, or using their geographical skills or skills of historic enquiry. (See links to these in individual subject provision	Communicators in Year 2 will: Children will build on their skills in the area of answering questions by being taught how to answer questions in full sentences. This will begin with verbal work building on sentence starters or openers they have worked with before and will then develop into written work as a part of guided reading or as a part of a Talk For Writing sequence. Children will then apply these skills when answering questions across other subject areas such as Science and History. Children in year two will be familiar with being asked to prove their answer and to explain their thinking. As part of the mathematics curriculum across the school, children work with an APE system which stands for Answer it, Prove it, Explain it (see Mathematic provision	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers that are supported with justifiable answers.	

	rigorous guided reading activities. Children who need extra support in this area may access intervention through extra or small group story time. Teachers recognise that some children may use eye pointing and actions to demonstrate understanding rather than using spoken language and this will be taken into account when assessing need.	maps).	map). Teachers take this approach into other subject areas as a way of exploring depth of understanding and reasoning skills. Children are encouraged to show that they are following a conversation by asking relevant and timely questions of others during reasoning tasks or as a part of show and tell, guided reading etc.	
Drama, Performance and Confidence	Communicators in the Foundation Stage will: be provided with plentiful opportunities to speak in a familiar group about their ideas. Adults will model this with small groups to begin with, before it happens as a natural part of classroom free flow and adult led activities. Children have a high quality environment in which to express themselves fully. This might be through dressing up, dancing on the stage, singing, building and creating. As the children develop through their first year at school adults will continue to model the communication skills the children need to make sure that the listener's needs are accounted for. Children who are identified as needing extra support in this area will access small group Talk Boost intervention and may be targeted for further support by play workers and SEN lunchtime support staff.	Communicators in Year 1 will: become confident with taking part in a simple role play of a well know story and speak confidently in front of larger audiences through the immersion section of the Talk For Writing teaching sequence. This will build on work already begun in the Foundation Stage classes and children will increasingly work without adult support to know when it is their time to speak in a small group presentation or play performance. Children will continue to have access to circle time and show and tell sessions to allow them to speak in front of classmates around a topic important to them. For those children who need further support with this aspect of communication, targeted interventions such as Talk Boost, R Time and Social Skills groups will be provided and the progress of children carefully monitored.	Communicators in Year 2 will: build on the verbal skills they have developed as a part of the Talk For Writing sequence at the immersion and retelling stage and begin to use oral rehearsing as they write their own stories – practising reading sentences and stories aloud before writing and also as a clear and important part of the editing process when working with an editing partner. Children will explore Talk For Writing texts more fully and build on the 'how' and 'why' questions they have previously been asked and will examine the feelings or actions of story characters through drama and activities such as 'hot seating'. Adults may sometime dress up as characters to be questioned. Children will begin to develop more of an understanding that sometimes speakers talk differently and will explore possible reasons for why this might happen. They will continue to be provided with plentiful opportunities to speak confidently within a group of peers so that their message is clear. Children who need further support to develop these skills will be a part of interventions such as Talk Boost, R Time Social Skills and Forest School groups.	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small groups. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.
Vocabulary Building and Standard English	Communicators in the Foundation Stage will: be provided with rich and plentiful activities and learning opportunities both inside and outside the class which give children a reason to communicate. Skilled adults will prompt conversation by asking well timed and placed questions. Children will have opportunities to talk about and discuss past, present and future activities and events using appropriate language forms and features. Adults will select stories and texts to share with children that are language rich and those that have been recommended by Pie Corbett as part of his Literature Spine and or by Anne Harvey as a part of her 'Closing the Vocabulary Gap inset. Adults will model back to children correct forms if incorrect forms are used. For some children, this aspect will be woven through a Wave 4 Speech and Language intervention and for other children who need support, it will be a part of Talk Boost small group intervention. EAL children will be offered specific support to develop vocabulary through planned interventions linked to specific targets.	Communicators in Year 1 will: be taught the specific vocabulary that they need to be able to describe their immediate environment and their feelings. For those children who need further support with naming feelings, ELSA support may be provided and teachers are all trained in Emotion Coaching Techniques to support the "name it to tame it" strategy. Forest school and outdoor provision gives children a rich opportunity to develop an ambitious vocabulary bank to talk about their immediate environment. As part of the school's work around developing vocabulary, specific planned opportunities will be used to teach children new vocabulary - this will always be taught within the context of a word that the child already knows. Teachers will continue to select high quality texts to share with children and as a base for Talk For Writing activities, re-writing texts to include ambitious vocabulary where needed. EAL children will be offered specific support to develop vocabulary through planned interventions linked to specific targets.	Communicators in Year 2 will: continue to be taught the specific vocabulary that they need to be able to describe their immediate environment, their feelings and experiences. For those children who need further support with naming feelings, ELSA support may be provided and teachers are all trained in Emotion Coaching Techniques to support the "name it to tame it" strategy. As part of the school's work around developing vocabulary, specific planned opportunities will be used to teach children new vocabulary - this will always be taught within the context of a word that the child already knows. This expanding vocabulary will allow children to add interesting detail and to talk about themselves confidently. Part of this work will link to Writing Composition as children work with adjective, similes, metaphors and begin to think of synonyms for known words. Teachers will continue to select high quality texts to share with children and as a base for Talk For Writing activities, re-writing texts to include ambitious vocabulary where needed. Children will use their developing listening skills to offer ideas based on what they have heard as a part of small group, whole class or whole school speaking and listening times. EAL children will be offered specific support to develop vocabulary through planned interventions linked to specific targets.	To use vocabulary that is appropriate to the topic and/or audience/ To recognise powerful vocabulary in stories / texts that they read or listen to and begin to try to use these words and phrases I their won talk. To discuss topics that are unfamiliar to their own direct experience.
Speak for a range of purposes	Communicators in the Foundation Stage will: have access to rich small world, imaginative and role play resources both inside and outside the class as a stimulus and for imagining and recreating roles and experiences. Adults will play alongside and with children, modelling conversation and language. Children will be given time to talk and through careful planning and provision children will link statements together and stick to the main theme or the intention of the conversation. As a part of this work children will begin to build a bank of rhymes and stories that they can retell in preparation for year one Talk For Writing expectations. Children who need further support in this area will be a part of Talk Boost intervention. EAL children will be offered specific support to develop vocabulary through planned interventions linked to specific targets.	Communicators in Year 1 will: practice the skill of oral rehearsing and continue to build a bank of stories as a part of the Talk For Writing teaching sequence – See Writing Composition Provision Map. Children will be provided with rich first hand experiences such as Forest School, visits to museums and local places of interest to promote the recounting of experiences and the description of their immediate world and environment. EAL children will be offered specific support to develop vocabulary through planned interventions linked to specific targets.	Communicators in Year 2 will: talk about themselves clearly and confidently through planned opportunities such as PHSE, RSE or Circle Time activities as well as those opportunities that are unplanned. Adults will model the process of how to add interesting details as a part of their recounts and teach children to do the same. Some of these oral recounts may be turned into written forms through the Talk For Writing sequence. Children will continue to add to the bank of stories that they have learnt to retell orally, building on their EYFS and Year one experiences and capabilities. In line with their increasing listening skills, children in year two will be taught how to offer ideas based on what has been heard. This may be through formal listen and respond activities such as Guided Reading or through topic work or in response to experiences. EAL children will be offered specific support to develop vocabulary through planned interventions linked to specific targets.	To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recount and narrative retellings with asses details to engage listeners.
Participate in Discussion	Communicators in the Foundation Stage will: be provided with rich and plentiful activities and learning opportunities both inside and outside the class which give children a reason to communicate and participate in discussion. Children will use all the skills developed above to allow them to engage with their peers, with adults and with visitors to the school. Children who need further support in this area will be a part of Talk Boost intervention. EAL children will be offered specific support to develop vocabulary through planned interventions linked to specific targets.	Communicators in Year 1 will: begin to develop an understanding that there are times when they will need to wait for their turn when speaking. Adults will foster this skill during carpet times when children may be asked to put up their hand and will be expected to wait until it is their time to talk. Children will also develop the skills needed to work as part of a group, taking turns to talk and using listening and responding skills to develop conversation. Adults will work with both planned opportunities and those that arise spontaneously through the day to help children to recognise that others may have different opinions and ideas and that these can be as valuable as their own. Much of this work will be done through the PHSE / Citizenship / Circle Time and Relationship Education that we offer. Children who need further support to develop these skills may be included in R time, Social skills, Talk Boost or EAL intervention.	Communicators in Year 2 will: use the skills they have developed when speaking for different purposes to hold the interest of the other participants in their conversation. Children will build on the skills developed in early years and year one in terms of turn taking in conversation and this skill will be developed further to enable children to remain focussed when they are not directly involved in the conversation. This may happen through planned tasks such as guided reading or group based topic work or more informally as children work together in free flow or play times. Much of this work will be done through the PHSE / Citizenship / Circle Time and Relationship education that we offer. Children who need further support to develop these skills may be included in R time, Social skills and EAL intervention groups.	To engage in discussions, making relevant points or asking questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.

