



## SUBJECT CURRICULUM STATEMENT: SPEAKING AND LISTENING

### INTENT

It is our belief that developing oral language skills is especially important for the development of a range of reading and writing skills, and undoubtedly vital to the development of knowledge and skills in all subjects. Our aim at St John's is for every child to become confident and fluent speakers, who can express their feelings, thoughts, needs and intentions, and communicate their ideas to others, and others can communicate effectively with them for a range of different purposes and audiences. We aim for children's communication skills to incorporate various strands:

- ❖ Physical (how we use our voices and bodies)
- ❖ Cognitive (using reasoning and asking appropriate questions,)
- ❖ Linguistic (how we structure our words into full sentences and the vocabulary we use)
- ❖ Social & Emotional (listening, responding and sharing thoughts with others.)

### IMPLEMENTATION

English is a core subject in the National Curriculum. We use the National Curriculum for England (2014) as a basis for implementing the statutory requirements of the programme of study for English. In the Foundation Stage we use the Early Years Foundation Stage Curriculum.

From the outset, in EYFS, our children focus on listening and responding skills through daily activities. Our continuous provision in Reception and Year 1 enables children to practise oracy skills in different contexts. Activities include role-play, small world play, working collaboratively with others, sharing and turn taking. As children continue up the school, teachers plan for plentiful opportunities to continue their development of speaking and listening, thinking about responses, answers and explanations to ensure a considered response that will use vocabulary that has been learned through a range of subjects.

Opportunities for children to develop their speaking and listening skills include:

- ❖ Adults modelling high quality speaking and listening across the academic curriculum as well as day to day interactions
- ❖ A rich, high quality text driven curriculum introducing a wealth of new vocabulary as children progress through the school
- ❖ Story retelling, including role play and use of puppets
- ❖ Reading aloud, which includes to themselves as well as to a peer or adult, or a wider audience
- ❖ Show and tell
- ❖ Partner talk and discussion
- ❖ Presentations
- ❖ Performances – Drama Productions
- ❖ Poetry recitals
- ❖ Circle Time

As children mature, they are taught how spoken language is used contextually; for example, presentational communication is different from everyday conversation with peers during informal discussions.

### IMPACT

When children leave St. John's CEVA First School, children leave as confident and effective communicators, being able to listen carefully, speak clearly and convey their ideas with reasons.

### CULTURAL CAPITAL

Children have the necessary communication skills to be successful as they continue their learning journey at middle school, and beyond into adult life, where they will need to be able to question, explain, describe, discuss, negotiate, hypothesise and evaluate.