



Speaking and Listening at Harvills Hawthorn

Intention

At Harvills Hawthorn, our mission is for all of our pupils to be the very best they can be. It is our intention to provide them with a high-quality English education, through the teaching of speaking and listening.

Speaking and listening is central to the Harvills curriculum and is developed across the curriculum. We nurture children's speaking and listening skills throughout the curriculum using a variety of approaches including exploratory play, story time and collaborative learning. We develop these skills so that our children are capable of expressing their own ideas clearly and confidently.

Implementation

Speaking and listening at Harvills Hawthorn

We believe that the ability to speak aloud is an important skill for our pupils as it can be vital for their oral development.

The staff in our school model the use of higher-level vocabulary within their speech. Expanding children's vocabulary is a key focus from EYFS.

Oracy is embedded throughout the school. From Nursery, children are actively encouraged to speak and listen. Opportunities are given for school, class, small group and individual discussion, expression of ideas and presentations.

Children are actively encouraged to do the following:

- listen and respond with constructive comments, questions or answers in a variety of speaking and listening activities, developing wide ranging and suitable vocabulary;
- listen and to follow instructions, relaying messages accurately;
- plan and discuss work co-operatively, where appropriate;
- develop social skills and good manners, showing courtesy to each other and visitors.

Teachers model subject specific vocabulary in context so that it is embedded across the curriculum. Contextual learning helps pupils to understand new words and supports them in including these in their own writing. This model is reflected in whole class reading sessions, where pupils are given the chance to explore unfamiliar vocabulary and expand their knowledge of words.



Staff model the correct grammar in speech and encourage pupils to self-correct their use of the spoken and written language. Pupils are regularly given the chance to orally rehearse ideas for writing.

Learn a poem (LAP)

As learners read a poem aloud, they begin to pay more attention to the sounds of the words and how meaning can change depending on how a line is spoken. Unlike some reading opportunities, the rhythm and rhyme of poetry are fun for children to say and this encourages them to speak in front of a class.

Each year group is assigned 3 poems to learn off-by-heart. LAP lessons take place weekly in blocks 1, 3 and 5, as part of the reading lessons delivered.

Drama

Drama is used across the curriculum to explore ideas and engage pupils in their learning. This gives them the chance to embed vocabulary in shared activities and use topic specific language in context.

Speech, Language and Communication, including Collaborative Learning

Beginning in the Early Years and following throughout the whole school, children are actively encouraged to speak, communicate and listen in all areas of the curriculum. Opportunities are given for school, class, small group and individual discussions, expressions of ideas and presentations. Children will be using collaborative learning strategies as part of their everyday learning in mathematics.

Examples of such strategies are:

- Snap 2 – paired talk
- Snowball – group talk
- Thought shower
- Listening triangles
- Envoy
- Rainbow groups
- Jigsaw

Children will:

- Listen and respond with constructive comments, questions and answers in a variety of speaking and listening activities, developing wide ranging and suitable vocabulary
- Listen to and follow instructions
- Plan and discuss work co-operatively
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For children with complex communication needs and those with EAL, communication in print is used to support learning. Lessons are carefully planned and are tailored to meet their needs. As a school, we are developing the use Makaton as another tool to improve communication with children with EAL and SEND.



By the time the children leave us, our aim is for them to have the fluency and confidence to use language to convey information, ideas, comments and personal views in a socially acceptable manner, appropriate to the purpose and audience.

Impact

Teaching speaking and listening for a range of purposes gives our pupils the skills they need to communicate effectively in different situations. Pupils are given a range of opportunities to develop these skills in a safe and stimulating environment. The wide range of speaking and listening activities – which are weaved throughout our curriculum – help to develop ideas, vocabulary and confidence.

Ultimately, we aim to fulfil our school's vision: to prepare our children for the next stage of their lives to enable them to contribute positively to their community.