

## **Speaking, Listening and Communication**

### **Class One**

#### **Early Years and Year 1**

##### **Play in the Early Years**

Children need to have opportunity to play and develop their language and communication through this. That is not to say that children should be left to 'just play', as not all children know how to play and play should be 'purposeful' within an early years setting. As a school we support purposeful play by:

- 1) Providing a rich environment and provision that doesn't predetermine play. We provide children with a good space to play and the tools to extend this.
- 2) We use 'loose parts'- objects such as pebbles, logs, boxes, balls, beads, so that children are encouraged to use their imaginations and problem solve in play. They need to think creatively e.g. a log becomes a hammer, beads become money and pebbles are pancakes for supper!
- 3) Adults subtly and gently intervene to extend play e.g. they may model alongside or provide a different set of objects.
- 4) Adults support children to play together and communicate, so that that they learn how to take turns, negotiate and work together. This is taught through Zippy's Friends, as well as in the moment.

##### **Play and Continuous Provision in Year One**

Children in Year One are still given opportunity to play and develop their speaking, listening and communication skills through this. Play is carefully planned to extend and enhance the curriculum in different areas e.g. a practical, independent maths problem solving activity, enhancing what has been taught in class. Children often work in groups on this and have to negotiate, communicate and cooperate.

##### **Quality Interactions**

This is one of our most important tools throughout early years, year 1 and indeed beyond. We place strong value on those opportunities for adults to talk to children on a one to one level. Opportunities whereby an adult carefully and skilfully extends a child's thinking; where they communicate purposefully. A quality adult to child interaction needs:

- 1) Firstly an adult to listen, to pay attention to what a child is saying and be 'in the moment'.
- 2) Then it is important that children and adults are given time to think and 'just be'- if the day is so crammed full of activities then there is no time to reflect and communicate.

- 3) Adults need to model good language and vocabulary use. This doesn't mean through correcting, just gently challenging and reinforcing language e.g. by providing a running commentary as a child is learning through play (reinforcing) or by challenging by using phrases such as 'I wonder if' or 'I wonder what will happen when...'
- 4) Adults need to show they are interested by connecting with the child and valuing their home experiences e.g. sharing Tapestry home experiences on the interactive screen, so that children can communicate home learning and adults can connect with them through this.
- 5) Adults to show their sense of fun when communicating- children need to see the fun side to language and communication. They need to laugh and develop a sense of humour.

**Talkboost-** <https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/>

Talk Boost KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. We use this programme to provide structured support to boost children's progress in language and communication. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten week intervention.

Children who are selected to take part in the intervention will attend three sessions per week in small groups, each lasting 30-40 minutes delivered by the teaching assistant. The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations. In addition, the teacher will run a weekly whole-class activity and there are activities that can be practiced at home.

As part of this we use an amazing resource called: ***The Communication Cookbook***, which is particularly helpful with our younger children, providing on hand, fun activities to support communication.

**Helicopter stories-** <https://helicopterstories.co.uk/>

We use helicopter stories to provide children with the opportunity to tell their own stories, regardless of their ability to communicate in writing. The children have time with an adult (one to one) to share their story and the adult then scribes this for them (in the child's words) Later on in that day, the children are able to 'act out' their stories using a taped staged area. This increases confidence and allows for opportunity to tell stories aloud and for others to listen. This approach is suitable for children from 2-7 yrs. old.

**Zippy's Friends-** <https://www.partnershipforchildren.org.uk>

Zippy's Friends is a school based social emotional learning programme for 5-7 year olds. The programme is taught to the whole class by teachers trained in Zippy's Friends in the UK and internationally.

The fundamental concept behind the programme is very simple – if we can teach young children how to cope with difficulties, they should be better able to handle problems and crises in adolescence and later life. Zippy's Friends has been evaluated and found to improve children's coping skills, social skills, emotional literacy, improve the class climate and reduce bullying.

Zippy's Friends is based around a series of stories and the programme has 24 sessions of 45 minutes.

The six modules cover:

- Feelings
- Communication
- Friendship
- Conflict
- Change and Loss
- Moving forward

Children develop their own positive strategies to deal with problems through engaging activities: listening to stories, discussion, games, role-play and drawing.

The activities and stories are suitable for children of all abilities. Teachers can use the inclusion supplement to choose from a variety of activities for children with additional needs.

Through Zippy's Friends children improve their ability to communicate, listen, turn take and share.

## **Class Two**

### **Year 2 and Year 3**

#### **Curriculum opportunities**

Children are given the opportunity to discuss, debate and present throughout the curriculum. Through this they learn how to speak aloud, sharing their own thinking and also to listen to others, taking on board different perspectives. This features heavily in our English curriculum, but also through humanities (particularly RE) and PSHE. We use our Big Books for RE and PSHE to capture this.

## **Opportunities to speak aloud and perform**

Children have regular opportunity to speak aloud, present and perform through Collective Worship, assemblies, School Council, school plays, church services, Ledbury Poetry Festival and during pupil conferencing. This ensures that they develop confidence and are able to become purposeful, effective communicators. They can see an application for communication and that different communication and language is needed for different roles. We see this as a part of preparing children for life in modern Britain.

### **Apple's Friends- <https://www.partnershipforchildren.org.uk>**

Apple's Friends is a school based social emotional learning programme for 7 – 9 year olds. The programme is taught to the whole class by teachers trained in Apple's Friends in the UK and internationally.

The programme reinforces skills learnt in Zippy's Friends for 5-7 year olds but children do not need to have taken part in Zippy's Friends to complete Apple's Friends; it is an independent programme.

Apple's Friends is based around a series of stories and the programme has 24 sessions of 45 minutes.

The six modules cover:

- Feelings
- Communication
- Friendship
- Conflict
- Change and Loss
- Moving forward

Children develop their own positive strategies to deal with problems through engaging activities: listening to stories, discussion, games, role-play and drawing. There are also Home Activities to reinforce learning at home with parents and carers.

Evaluation studies have found Zippy's Friends and Apple's Friends improve children's coping skills, social skills, emotional literacy, improve the class climate and reduces bullying.

## **Class Three**

### **Years 4, 5 and 6**

#### **Curriculum opportunities**

Children are given the opportunity to discuss, debate and present throughout the curriculum. Through this they learn how to speak aloud, sharing their own thinking and also to listen to others, taking on board different perspectives. This features heavily in our English curriculum, but also through humanities (particularly RE) and PSHE. We use our Big Books for RE and PSHE to capture this.

#### **Opportunities to speak aloud and perform**

Children have regular opportunity to speak aloud, present and perform through Collective Worship, assemblies, School Council, school plays, church services, Ledbury Poetry Festival and during pupil conferencing. This ensures that they develop confidence and are able to become purposeful, effective communicators. They can see an application for communication and that different communication and language is needed for different roles. We see this as a part of preparing children for life in modern Britain. As the children grow and develop in Class 3, we see them taking on more of a voice and role across the school. They become more young leaders through the School Council and Worship Team, as well as through entrepreneurial weeks.

#### **Philosophy for Children- <https://p4c.com/>**

Philosophy for Children (P4C), or some variation of it, is practised in over 60 countries around the world and has a history stretching back over 40 years. The underlying principle is for children and young people to experience rational and reasonable dialogue about things that matter to them and their teachers. All participants work together in a 'community of enquiry'. The aim for each child is not to win an argument but to become clearer, more accurate, less self-contradictory and more aware of other arguments and values before reaching a conclusion.

#### **Passport- <https://www.partnershipforchildren.org.uk>**

Passport is a school based social emotional learning programme for 9 – 11 year olds. The programme is taught to the whole class by teachers trained in Passport in the UK and internationally.

The programme is based on the same theory as Zippy's Friends and Apple's Friends – the Concept of Coping – but looks quite different. Engaging comic strip stories follow the adventures of Olya and Milo as they discover a secret world of fantastical creatures in the company of their friend, Elly the dragon.

The 17 sessions are divided into five modules which cover:

- Emotions
- Relationships
- Difficult Situations

- Fairness, Justice and What is Right
- Change and Loss

Children develop their own positive strategies to deal with problems through engaging activities: reading the comic strips, discussion, role-play and games. They use the colourful game board to find as many solutions as possible. There are also Home Activities to reinforce learning at home with the family.

Evaluation found Passport improves children's coping skills, social skills, emotional literacy, and academic skills.