**Speaking, Listening and Communication at Bromesberrow St. Mary’s**

**Class One**

**Early Years**

**Communication and Language**

**Preschool:**

* Children begin to use more complex sentences to link thoughts (e.g. using and, because).
* Children can retell a simple past event in correct order (e.g. went down slide, hurt finger)
* Children to listen to longer stories and remember much of what happens
* Children use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences e.g. ‘when digging in the mud kitchen recall when they went to the seaside and were digging making sandcastles.’
* Children question why things happen and gives explanations

e.g. ‘why aren’t the birds visiting the feeder?’ ‘Hmmm…maybe because we need some different type of food?’

* Children use a range of tenses but not always accurately e.g. ‘runned’ for ‘ran’.
* Have clear pronunciation to communicate, but may still have some inconsistencies e.g. ‘th’ and ‘r’ and pronouncing multi syllabic words like ‘hospital’ and ‘hippopotamus’
* Children know many rhymes and are able to talk about familiar books e.g.’ I like it when the gingerbread man runs out of the oven and they can’t catch him’
* Children use specific vocabulary focused on objects e.g. ‘the soft blanket’ or the ‘sweet apple’
* Children can speak in sentences of four to six words
* Children are able to share and express their feelings and/or opinions e.g. ‘I don’t think that is fair, because it would be kinder to share’
* Children build up vocabulary that reflects the breadth of their

Experiences e.g. we need a brake peddle on our car as this is how you stop’

* Children use talk in to organise themselves in play, e,g, ‘This box is my castle.’

**Reception:**

* Children understand why it is important to listen carefully
* Children extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words e.g. ‘Do you know that lakes can actually be made by humans. They are called resevoirs’.
* Children practise and ‘test out’ new vocabulary throughout the day e.g. I have been persevering in my maths today’
* Children ask questions and want to learn more, they are curious e.g. why does the water disappear?’ (when looking at puddles evaporating outside)
* Children use well formed sentences to articulate their thoughts and ideas e.g. ‘I wonder if the magnet will be attracted to this metal?’
* Children are able to connect ideas e.g. I knew we would need our wellies on as it was really raining earlier’
* Children can use language well to describe in detail e.g. It was a really scary night last night because it was dark and there was a thunder storm. The lightning flashed through my window ad it made me feel afraid and nervous. It helped when I snuggled down with my teddy and listened to my CD’.
* Use talk to ‘think aloud’ to help to work out problems e.g. ‘ if I put this piece here, then a brick under here, then the water should flow downwards into the bucket’.
* Develop and use social phrases e.g. ‘good morning’ and ‘isn’t it a lovely day today’
* Engage in storytimes, listening intently, offering ideas and joining in with repetitive refrains e.g. ‘run, run, as fast as you can, you can’t catch me, I’m the gingerbread man!’
* Listen to and talk about stories to build familiarity and understanding.
* Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
* Learn rhymes, poems and songs
* Engage in non-fiction books.
* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary e.g. Tyrannosaurus Rex was a carnivore. He ate meat!’

**Early Learning Goals**

**ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

 - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

- Make comments about what they have heard and ask questions to clarify their understanding;

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Play and communication 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.

**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.