

Subject overview: Speaking and listening

What do a speaker and a listener look like at Mengham Infants? What personal skills and characteristics of learning, are particularly relevant for this subject?

At Mengham Infants children become excellent communicators because we help them become passionate about subjects and experiences, so they have a real desire to share their ideas and listen to what other people have to say. Our excellent communicators are confident that their opinions are valued by adults and other children, and they value and are interested in other people's opinions so they show respect by listening attentively. They communicate with genuine purpose, and adapt how they speak and listen depending on their audience and context. They speak and listen in a wide range of contexts; not just to learn or explain academic facts to a teacher in class but also to make parents laugh in a school play, to carefully pay attention to details while physically following PE instructions, to whisper an exciting story to a friend to build the suspense, or to 'skim-listen' for facts in a nature documentary (to name just a few examples). The children can organise their thoughts logically before they speak so they express ideas clearly, but they are also comfortable expressing half-formed ideas and using discussion to help them clarify their thinking. They are fascinated by language, they have a wide vocabulary and they love learning new words, all children will have access to quality talk and quality texts at school. They use language creatively and adventurously, exploring new language choices they have read or heard or from their own imagination.

“Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual.” Oxford Language Report, 2018

These are the key skills and knowledge that speakers and listeners will develop during each year (**not just EYFS/NC objectives**):

Year R	Year 1	Year 2
Use language to imagine and recreate roles and experiences.	To develop ability to use language imaginatively within their play and story telling.	To use language imaginatively within their speaking and to allow this to influence their writing.
Pupils' vocabulary will increase throughout their 3 years at Mengham Infants, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. They will develop their subject specific language in line with topics as they move through school.		
Interact with others during play, taking turns and begin to negotiate when problems arise.	To be able to <u>reason</u> within discussion - Notice when someone has contradicted them / they've contradicted someone else. To express their ideas and feelings when working in drama activities.	To be able to work effectively and collaboratively in groups, listening to their peers and taking into consideration their ideas.
Develop active listening and respond to what they have heard with relevant comments.	To respond to conversations sticking to the main context and themes.	To speak according to the context, with consideration for their audience.
Understands conversational conventions – takes turns speaking and listening when 1:1 with adult or peer	Understands conversational conventions – can use basic strategies for taking turns within small, <i>child-led</i> group discussions (e.g. passing conch shell)	Understands conversational conventions – can take turns within small, <i>child-led</i> group discussions, interjecting effectively and politely, making relevant contributions.

Develop a wide vocabulary and understand the meaning of new words (from a language rich environment).	To continue to develop a wide range of vocabulary and begin to use new words appropriately within sentences.	To use a wide range of vocabulary and understand when this should be used appropriately.
Use tone & non-verbal communication, such as body language, gestures and facial expressions.	To identify and respond to others non-verbal forms of communication.	To understand others non-verbal communication and respond appropriately.
Understand 'how' and 'why' questions, and ask relevant questions about what they have listened to.	To ask appropriate questions about what they have heard and begin to ask questions to extend their knowledge.	Ask relevant questions to extend their understanding and knowledge
Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	To speak audibly and fluently with an increasing command of Standard English.	
To develop their confidence to speak effectively in front of their class as well as in whole school situations such as class assemblies and school plays.		
Subject Leader - What three questions are key to you ensuring you have led your subject so that it has a positive impact on the children?		
<p>Are children being explicitly taught new vocabulary? Is there a clear progression of the vocabulary being used across the year groups? Are children able to speak clearly and passionately about different subjects across the school, to a variety of audiences?</p>		

- Bloom, L. (1998). Language acquisition in its developmental context. In D. Kuhn & R. Siegler (Eds.), Handbook of Child Psychology. Volume 2: Cognition, Perception and Language (5 ed., pp. 309-370). New York: Wiley.
- The communication trust www.thecommunicationtrust.org.uk
- Why Closing the Word Gap Matters: Oxford Language Report 2018
- ICAN – The Children’s Communication Charity