



## Speaking and Listening: Implementation

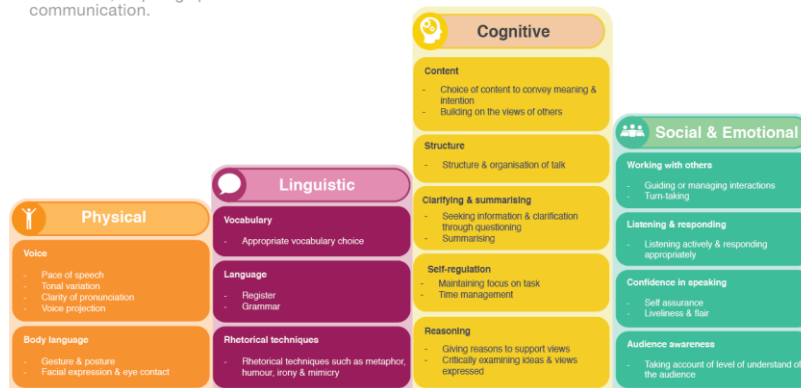
### Oracy Framework:

We aim to embed all elements of Talk 21s Oracy Framework throughout our curriculum to ensure that all children are able to participate in successful discussion, inspiring speech and effective communication.

#### The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Oracy  
Cambridge



Examples of this may include:

For example:

- Reasoning in maths
- Peer mediation in PSHE
- Constructing shared sentences orally in English
- Discussion of different opinions in RE
- Communication of strategy between team mates in PE
- Evaluating evidence in history
- Discussing a text in Whole Class reading sessions.





### **Clear Curriculum Progression:**

Our curriculum for speaking and listening is planned and progressive, supporting teachers to help children to make continued progress in their speaking and listening knowledge and skills as they move through the school.

### **RWI:**

All children are encouraged to listen carefully and to form sounds correctly from their earliest moments with us in the EYFS through the systematic delivery of the RWI programme.

### **Speak Like an Expert:**

Children are given regular opportunities to revisit and review their prior learning. Through our 'Speak Like an Expert' sessions, children are taught to explain their understanding logically, purposefully and coherently. We use a range of tasks and structures to support children to develop the skills required to present, debate, critique and evaluate their own and others' understanding.

### **Vocabulary:**

A number of strategies are in place throughout the school to support children's vocabulary development. These include:

- RWI - specific focus on key vocabulary through red and green words
- RWI - introducing new and challenging vocabulary through listening to teacher read and through partner read of RWI texts
- Vocabulary focus within every Whole Class Reading session
- Vocabulary sessions within every Ready, Steady, Write teaching sequence for writing
- Use of dual-coded Widget Online key vocabulary sheets in many curriculum areas





### **Performance and Public Speaking:**

Children are specifically taught the skills to speak audibly and fluently to maintain the attention of their audience in a range of contexts, including through performance and public speaking.

All children actively participate in and contribute to Church Services held throughout the year, as well as taking part in a Nativity performance. Children in Year 5 and 6 put on a show in the Summer Term. Children in Key Stage 2 enter the Devon Performing Arts Festival in the choral speaking class.

We work closely with our partner school, Sanjivani International School, in India. Children share their learning through recording videos, and are taught the skills to plan, present and edit their spoken language so they can do this effectively.

### **Specific and Timely Intervention:**

We work closely with our SENDCo and Director of Inclusion to identify where children may have additional needs or difficulty with speaking and listening. We use this information to put in place specific and timely intervention to support children to close any gaps and to make accelerated progress in their speaking and listening skills.

This may include:

- Practise of specific sounds
- Vocabulary acquisition through targeted focus on Widget Online dual coded key word sheets
- Lego therapy
- Barrier activities
- Sound Linkage
- Black Sheep resources





### **NELI:**

We use the Nuffield Early Language Intervention (NELI) with children in their Reception year in our EYFS setting to support early identification and support for children with Speech and Language difficulties.

### **CFHD Tools and Resources:**

In EYFS, the CFHD Language Screener is used for children in Nursery. In instances where we feel there may be a speech delay, we use this tool to check children's understanding of language.

The CFHD Speech-Sound Screener is used to assess children whose speech is unclear at the beginning of their Reception year. Information from this screening may be used to inform a referral for further support from Speech and Language specialists, in liaison with our SENDCo and Director of Inclusion. Regardless of whether a referral is made or not, the information gleaned from this screening is used to inform speech interventions and targeted daily interactions with the child.

As children progress through the school, we use the 'Universally Speaking' screener for 5-11 year olds to help us to identify those children who may need further support with Speech, Language and Communication. In liaison with the SENDCo and Director of Inclusion, this information may then be used to support a referral to Speech and Language specialists. Regardless of whether or not a referral is made, the information gleaned from this screening is used to inform future support and targeted intervention with the child.

