**Intent, Implementation and Impact of our Speaking and Listening Curriculum**

**Intent**

The importance of supporting and encouraging our pupils with the acquisition and evolution of spoken language is considered to be of great importance at Hanslope. We recognise that developing effective speaking and listening skills has an impact on children’s development and progress across the whole curriculum at every stage of learning. For this reason, we aim to ensure that our pupils have opportunities to experience and develop a wide ranging vocabulary that they can use confidently and competently to express themselves, both verbally and in writing. These speaking and listening skills underpin the learning which takes place within all our lessons and offering our pupils regular chances to practise their skills in a safe environment and across a range of contexts ensures that they can explain themselves clearly, hold conversations with peers and adults, participate in discussions and also engage with drama. By the end of key stage two (KS2) our pupils will:

* Be able to actively listen to their peers and the adults in school and formulate appropriate responses.
* Understand the rules of turn taking within conversations and discussions.
* Have the confidence to speak audibly and fluently in front of their peers and adults.
* Maintain appropriate speed, intonation and structure when presenting information orally.
* Use Standard English and the correct register appropriate to the situation.
* Build a rich vocabulary which they can understand and utilise effectively across the curriculum.
* Be able to explain their reasoning clearly using full sentences in all subjects including STEM.
* Be confident to speculate and hypothesise across the curriculum, explaining the thinking which underpins their ideas.
* Have participated in a range of presentations and performances to different audiences including their parents and peers; this will include discussions, debates and role play /improvisation.

**Implementation**

At Hanslope we use the Early Years Foundation Stage (EYFS) framework and the National Curriculum programme of study for planning and delivery of speaking and listening opportunities. All our staff model using higher level vocabulary and Standard English within their speech and the expansion of children’s vocabulary is a key focus from EYFS onwards; this includes the age appropriate vocabulary which is specific to the different subjects and topics that are taught.

As a result of recognising the importance of spoken language in the development of reading and writing skills, we aim to provide opportunities for children to practise their skills in every lesson as well as outside the classroom through participation in assemblies, plays, performances etc.

Teachers plan opportunities for pupils to work with partners and groups across the curriculum and employ a range of strategies to ensure that everybody has the chance to use their voice e.g. random selection.

As a school, our policy is that children should be able to explain their thinking and reasoning using whole sentences. Teachers provide daily opportunities for this to happen across the whole curriculum in order to assess what pupils know as well as to help them make links between skills and understanding they have learned in different subject areas.

Regular opportunities for pupils to perform and use drama are included in whole school assemblies as well as in those held for key stages and classes.

Pupils in EYFS and KS1 have the chance to perform in an annual Christmas production. Children in school can choose to have a speaking role in the Christmas production in Hanslope church and in the annual summer play.

Further opportunities for developing speaking and listening skills come from a range from events including the annual Year 6 Public Speaking Competition and the end of Year 6 assembly performance.

Pupils are taught:

* To listen and respond appropriately whilst taking turns.
* Speak audibly and fluently using Standard English.
* Select and use appropriate registers for conversation.
* Hold collaborative conversations where they are able to stay on task in order to initiate and respond to comments as well as gain, monitor and maintain the interest of the listener.
* To ask questions which probe their own understanding and knowledge as well as identify what they would like to learn.
* Use a range of strategies to build their own vocabulary such as clarifying new words in texts, identifying words which they wish to magpie, in exemplary texts or from comments made by others.
* Build arguments in which they justify answers, arguments and opinions.
* Deepen their skills and understanding across the curriculum by imagining, exploring, hypothesising and speculating ideas.
* Consider and evaluate different viewpoints, observing and building on the contributions of others.
* Give oral descriptions, explanations and narratives for different purposes, including expressing feelings.
* Participate in different forms of drama and role play including freeze frames, reading playscripts, acting in plays.

**Impact**

Pupils at Hanslope are able to articulate their thoughts and ideas confidently in a clear and concise manner using appropriate grammar and vocabulary. They enjoy conversations with their peers and are also confident to speak to different adults in school, including visitors. Clear links are made between spoken and written language, and this is apparent in the high standard of written work produced by pupils at the end of KS2.