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Talking and Listening Policy

**Rationale**

A Curriculum for Excellence promotes the development of our young people as successful learners, confident individuals, effective communicators and responsible citizens. Central to this is the importance of developing pupils’ literacy skills to equip our young people with the capacity to confidently meet the challenges of a changing world.

Developing the listening and talking skills of our young people, together with the development of reading and writing, will enhance pupil confidence in meeting the challenges presented by the formal curriculum and beyond.

**Aims**

**At Gartconner we aim to:**

* have a positive ethos throughout the school so that pupils develop confidence and pleasure in engaging in listening and talking activities.
* teach listening and talking through a structured programme with agreed criteria across all levels.
* promote the outcomes of talking and listening through other curricular areas.

**Vocabulary Gap**

Children's vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a **30 million word gap between children** from the wealthiest and poorest families.

**At Gartconner we close the vocabulary gap through:**

* Repeated exposure to new vocabulary across spoken language, reading and writing.
* Pre-teaching and discussing new words to support reading comprehension.
* Pupils learning both new words and how to use familiar words in new contexts.
* Using technical vocabulary and repeat, replace and scaffold understanding of new words.
* Fostering deep vocabulary knowledge (root word).
* Word building using prefixes and suffixes.
* Encouraging debate
* Using new learned vocabulary in context.

**Experiential play**

Experiential Play is when our children are given the chance to learn through **experience and reflection.** They talk, listen and explore things that interest them -nurturing their creativity and encouraging independence in the process.

**How we encourage experiential play at Gartconner:**

* Children are observed and areas of interest that they would like to study are discussed with staff.
* Children are encouraged to work through real-life situations as they arise.
* Children are encouraged to act out alternative scenarios to find different ways to express social or emotional difficulties.
* Outdoor opportunities to explore nature and the child’s surrounding environment, as well as imaginative or pretend play promotes the outcomes within talking and listening, as well as opportunities to participate in music, drama and dance.

**Learning to Talk**

**At Gartconner children are given opportunities to develop talk through:**

* Retelling stories
* Retelling news
* Creating new stories
* Talking about experiences
* Participating in song, rhymes, stories and poems
* Giving and taking part in interviews, phone calls, role play, radio shows, pod casts and Teams
* Personal Talks
* Presentations
* Shows

**Children are encouraged to consider:**

* Eye contact
* Body language
* Volume
* Facial expression
* Pace
* Pitch
* Humour
* Pause
* Expression
* Word choice
* Rhetorical questions

**Talking to Learn**

**At Gartconner children are given opportunities to develop through:**

* Collaborative learning sessions
* Reciprocal sessions
* Think/pair/share activities
* Partner/trio working

**Children are encouraged to consider:**

* Looking at speaker
* Allowing others to finish
* Note taking
* Responding when appropriate
* Turn taking
* Justifying response
* Politely disagreeing
* Being sincere
* Congratulating others
* Asking follow up questions
* Clarifying pointing by reframing

**Assessment**

Staff will collate information from **both areas of talking and listening** using the agreed criteria:

* Learning to Talk
* Talking to Learn