Fledglings Day Nursery

# Speaking and Listening Policy

Date Reviewed: August 2023

Review Due: August 2024

Reviewed by: Miss A West

## 1 Introduction

The revised EYFS (Sept 2014) places a high level of importance on speaking and listening. This is set within the new prime area of “Communication and Language”, but has strong links across all seven areas of learning.

It states that *“practitioners must explore the child’s skills in their home language with parents/carers to establish if there is any cause for concern about language delay”.*

 EYFS practitioners should make every effort with sign language and simple words and pictures to make sure that a child who does not have a strong grasp of the English language understands.

**2 Aims and objectives**

The aim of this policy is to encourage and support all of our children to communicate confidently by providing them with purposeful speaking and listening interactions and experiences both in their home language and in English.

The objective of this policy is to support a learning environment that promotes active listening and learning and productive talking; a caring environment, where others listen and show an interest.

**3 Speaking and listening**

It is necessary to effectively support and encourage children to listen to others and to communicate in a style appropriate to the audience and the purpose of the task.

**3.1** We will achieve this by providing situations which afford children the opportunity to begin to develop a range of strategies and skills that will later enable them to function as confident speakers and listeners. This will often utilise a range of visual aids.

**3.2** We will provide both an indoor and outdoor learning environment that will encourage children to communicate their thoughts in new ways, as well as offering them the opportunity to develop and present ideas that are already formed.

**3.3** We will create cross-curricular opportunities for speaking and listening because we recognise speaking and listening as a vital part of the whole learning process which cannot be developed in isolation.

**3.4** Our staff will develop and implement a range of strategies to support listening and will ensure we offer regular and frequent opportunities for children to listen to each other, in individual and group situations, including through role play. This will be monitored and evaluated on an ongoing basis by our management/leadership team who will provide staff with feedback. This monitoring and evaluation will include the progress made by all children in speaking and listening.

**3.5** Staff will provide a good model of speaking and listening for children through spontaneous and structured opportunities.

**3.6** We will provide all staff with training to support the development of children’s speaking and listening skills.

**3.7** Where appropriate and possible we will aim to employ staff who speak the home language/s of our children in order to support them using and developing their home language/s at our school/setting.

**3.8** Children who do not speak due to Special Educational Needs and Disabilities (SEND) will be supported in the use of alternative systems, for example, Makaton, British Sign Language, Sign Along, or a picture exchange system.

## 4 Monitoring and review

 This policy was agreed and implemented in August 2023 and is due for review in August 2024.

 There will be ongoing monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

**Name: Miss A West**

**Signed: A West**

**Date: August 2023**