



## *A summary of speaking and listening skills*

### **We use speaking for:**

explaining	discussing	persuading
asking questions	giving reports	sharing
answering questions	giving instructions	exploring ideas
telling stories	arguing	reflecting
describing events		

### **To be successful speakers we need to:**

- know procedures i.e. introductions, phone calls
- demonstrate social conventions i.e. look at speaker, wait for turn to speak, accept and encourage others.
- speak confidently
- be aware of our audience
- use correct tone and style
- use volume appropriate to the situation
- use facial expressions and gestures
- be able to speak to large or small groups

### **We use the following types of listening:**

- appreciative - for enjoyment and relaxation
- purposeful - for accuracy, attending to one person or sound
- discriminative - for gaining specific information
- analytical - for gaining specific information and giving a response
- marginal - listening when there are distractions in the background

### **To be successful listeners we need to:**

- value listening - prevent interruptions when others are listening
- attend to the speaker
- try to eliminate distractions
- engage in conversation (practising listening and speaking)

## *How to help your child with speaking and listening.*

### **Encourage.....**

your child to exchange greetings and farewells in various situations, such as making friends and introducing themselves e.g. 'Hello, I'm Gina. What's your name?'

### **Show.....**

your child how to use the telephone. Teach them what to say when they answer the telephone and how to take a message.

### **Sing...**

jingles, rhymes, songs. Say poems and chants together. Read favourite rhymes and stories aloud with lots of expression.

### **Practise.....**

following directions and giving instructions e.g. cooking, using Make and Do books.

### **Model.....**

the use of nodding and eye contact etc. to show how to be an active listener.

### **Encourage....**

your child to experiment with voice intonation and expression. Role play characters from favourite stories e.g. re-enacting story time at school. A few dress-up items will help.

### **Provide....**

a range of toys and material that will encourage talk and description, e.g. blocks, play dough, jigsaws, soft toys. "What have you made?"

**Ask questions...**

about events and allow time before expecting a response, e.g. 'What did you do today? What was good about today?' Encourage your child to ask questions to find out things.

**Share....**

retellings of events, promoting sequence and accuracy, e.g. 'what happened after that? What was the next thing you did?'

**Suggest...**

ideas for show and tell and encourage a rehearsal of what your child will say and do.

**Compare....**

the way in which we speak to others in formal and informal situations, e.g. show and tell, playing with friends, meeting new adults.

**Listen....**

to taped stories with read along books. Tape your own stories and retellings, make your own books to go with them.

**Play....**

Listening and speaking games, e.g. 'I spy'.

**Encourage....**

Your child to wait for an appropriate time to speak. Discourage interruptions.

**Model....**

Standard speech and encourage your child to attempt appropriate patterns, e.g. 'I go park'. 'Yes we will go to the park.'

## ***Encourage talk by.....***

- Displaying a genuine interest and demonstrating that you are listening
- 
- *Asking questions* that require more than a Yes or No answer, e.g.
  - How will you reach that cup?
  - What happened then?
  - How did you ....?
  - How many ways can....?
  - What would you do if ....?
  - Why is ....?
  - How did you feel when....?
  - Where would you like.....?
- *Using prompts* to initiate or extend responses, e.g.
  - Tell me....*
  - Think of all the ....*
  - Suppose a ....*
  - What would you think about...?*
- *Providing wait time* after asking a question allows children time to formulate answers
- *Accepting the child's attempts and the rephrasing what is said provides an appropriate model in a positive way, rather than simply correcting incorrect words or statements e.g.*
  - Child: Dis my shoe*
  - Parent: Yes, this is your shoe and look.... this is the other one.*